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ABSTRACT

The purpose of the Career Education Personnel Model (CEPM) was to develop competency-based models for the preparation and training of education personnel (K-12) who will plan and implement career education programs at the local level. The CEPM staff identified educational personnel competencies essential to local career education programs by interviewing over 100 educational practitioners in the 18 selected local career education programs. The list of 2,025 statements obtained from the interviews and literature were combined, resulting in a list suitable for refinement and validation purposes. The final validation procedure involved a sample of 436 educational personnel (K-12). Each respondent rated each competency as to importance for an educator in his/her respective position to possess regarding the implementation and planning of a career education program at the local level. After the final competency list was determined for each of the training models, the CEPM staff interviewed over 80 practitioners (K-12) to expand each competency into a practical context. This context was designed to suggest practical ideas, especially for educational personnel in the planning stage and preliminary implementation stage of career education. There were 12 competencies validated for all nine groups, thus creating the tenth training model or comprehensive training model. The findings, which consist of validated competencies and related performance criteria, are presented in 10 individual education personnel models and are designed to serve as guidelines for inservice and preservice training programs. (Author/CJ)

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Final Report

Project No. 8082-C

CAREER EDUCATION PERSONNEL MODEL

John T. Odbert
Eugene E. Trotter

Co-Directors

School of Education
University of Michigan
Ann Arbor, Michigan 48104

February, 1974

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CAREER EDUCATION PERSONNEL MODEL

John T. Odbert   Eugene E. Trotter
Co-Directors

School of Education
The University of Michigan
Ann Arbor, Michigan 48104

PURPOSE

The major purpose of the Career Education Personnel Model (CEPM) was to develop competency-based models for the preparation and training of education personnel (K-12) who will plan and implement career education programs at the local level. These models were developed by identification and validation of necessary knowledge and skills (competencies). The competencies were organized to serve as guidelines for preservice and inservice educational programs.

PROCEDURE

An extensive review of the current literature was conducted to identify the personnel pedagogical competencies required for teachers, counselors, and administrators (K-12) to plan and implement traditional educational programs.

The CEPM staff identified educational personnel competencies essential to local career education programs by interviewing over one hundred educational practitioners in the eighteen selected local career education programs. These practitioners consisted of elementary, middle, and secondary personnel. The list of 2,025 statements obtained from the interviews and literature were combined, resulting in a list suitable for refinement and validation purposes.

The final validation procedure involved a total sample of four hundred thirty-six educational personnel (K-12). Each respondent was asked to rate each competency as to importance in ability for an educator in their respective position to possess regarding the implementation and planning of a career education program at the local level. After the competency list had progressed through the final validation phase and thus the competency list determined for each of the training models, the CEPM staff interviewed over eighty practitioners (K-12) to expand each competency into a practical context. This context referred to as performance criteria, was designed to suggest practical ideas, especially for educational personnel in the planning stage and preliminary implementation stage of career education.

FINDINGS AND CONCLUSIONS

All competencies receiving a mean score of 3.0 or higher (important or very important) from final validation respondents representing each of the nine groups (teachers, counselors, administrators (K-12) were listed and thus selected as the competencies for each of the nine training models. There were twelve competencies validated for all nine groups; thus, comprising the tenth training model or comprehensive training model. There were twenty-eight validated for elementary teachers, thirty-six competencies validated for middle or junior high teachers, forty-four competencies validated for secondary teachers, thirty-eight competencies validated for elementary counselors, forty-seven competencies validated for middle or junior high counselors, forty competencies validated for secondary counselors, forty-two competencies validated for elementary administrators, thirty-three competencies validated for middle or junior high administrators, and thirty-four competencies validated for secondary administrators. The findings which consist of validated competencies and related performance criteria, are presented in ten individual education personnel models and are designed to serve as guidelines for inservice and preservice training programs.

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PREFACE

Career education emphasizes self-awareness, career decision making, and recognition of alternative career choices. The teacher, counselor, and administrator must recognize that necessary instructional changes and/or reemphasis are needed for the implementation of career education.

The purpose of the project was to identify pedagogical competencies which would help teachers, counselors, and administrators plan and implement career education.

The Career Education Personnel Model was a project funded by the Michigan Department of Education and administered through the School of Education at The University of Michigan.

The project staff would like to acknowledge the services and contributions of all educators who assisted in completing the project goals and objectives.

PROJECT STAFF

Dr. John T. Odbert	Co-Director
Dr. Eugene E. Trotter	Co-Director
Ms. Linda M. Kresnye	Secretary
Ms. Dorothy R. Gagnier Elementary School Personnel	Research Assistant
Mr. Gregory D. Patton Middle School Personnel	Research Assistant
Mr. Thomas J. Serwell Secondary School Personnel	Research Assistant
Mr. William Cortis Counseling and Guidance Personnel K-12	Research Assistant
Mr. Benjamin J. Standen Administrative Personnel K-12	Research Assistant

SUPPORT STAFF

Mr. Ralph C. Wenrich	Professor
Dr. Gordon G. McMahon	Professor
Dr. Daniel P. Brown	Assistant Professor
Dr. Daniel E. Vogler	Assistant Professor
Ms. Madge L. Attwood	Lecturer

INTRODUCTION

Career education appears to have captured a major portion of attention at the United States Office of Education as well as at the state and local levels of education. Former Commissioner of Education, Sidney P. Marland, Jr. (1971) stated that: "Career education is an absorbing topic at the Office of Education...." Marland (1972) further stated: "Career education seems already to have beginnings of a National movement." Marland directed the Office of Education research staff to give major emphasis to the design of a workable system of career education.

The concept of career education, as stated by Deputy Commissioner William F. Pierce (1973), is

> ...to reform and refocus education so that what is taught in the classroom has a clear, demonstrable bearing on the student's future plans whether these plans be to find a job immediately, to go on to college or graduate school, or some other form of advanced training, or to enter the world of work for a time and then return to education.

A major component of this educational reform process was described by Pierce (1973) as having "...to do with the role of teachers (educational personnel) and the preparation they receive at our teacher training institutions."

Educational personnel are currently expressing desires for training in the area of career education. The training process is complex, yet there appears to be a supply of pertinent knowledge and skills which, when identified and validated, will be valuable aide to those who will plan and implement career education programs.

The State of Michigan was an early advocate of the concept of career education. Aware of the impact that career education would have on the education profession, not only at the federal level, but also at the state and local levels, the State of Michigan gave a top priority in research to the concept of career education. Since immediate research in career education would serve all students involved in education, the School of Education at The University of Michigan responded to the urgent need in educational reform by proposing, and successfully completing, the Career Education Personnel Model (CEPM).

This revolutionary concept in education was introduced to educators in the fall of 1971 by Sidney P. Marland, Jr., soon after his appointment to the office of United States Commissioner of Education. Also in the fall of 1971, the idea of the CEPM was solidified and proposed to the Michigan Department of Education. Final approval was received by the School of Education in 1972 to proceed with the designed purpose of the CEPM.

PURPOSE OF THE PROJECT

The major purpose of the Career Education Personnel Model (CEPM) was to develop competency-based models for the preparation and training of educational personnel who will plan and implement career education programs at the local level. These models were developed by identification and validation of necessary knowledge and skills (competencies). The competencies were organized to serve as the basic framework for preservice and inservice educational programs.

The specific objectives were:

1. Develop a system for the organization and priority assignment of competencies.
2. Identify and validate the competencies required.
3. Develop a comprehensive competency-based model designed to support educational programs that provide a general awareness and orientation to career education.
4. Develop specialized competency-based models designed to support educational programs in the training of teachers, counselors, and administrators in the kindergarten through twelfth grade educational setting.
5. Identify the criteria to support the need for each competency.

PROCEDURES

Staff Training

The project staff members were given approximately forty hours of inservice training to orient them to the concepts of career education, interviewing techniques, and competency identification.

Third Party Evaluation

A third party evaluation contract was approved and signed. Third Party evaluators made on-site visitations pertaining to the CEPM on April 19, 1973, June 11, 1973, July 20, 1973, October 3, 1973, and December 11, 1973.

Offices of Research Services Review

Personnel from the Offices of Research Services, School of Education, provided additional advice to the CEPM staff about research design, procedures, and data analysis. With their guidance, the data were punched onto IBM cards and analyzed at the Computing Center, University of Michigan.

School Identification for Data Collection

A copy of the Current Report on Career Development Projects 1972-1973 (working draft) was secured from the Michigan Department of Education. The purpose of this directory was to identify career development projects operating during that year which were funded wholly or in part through the Michigan Department of Education or for whom that Department had monitoring responsibilities. An abstract was provided for each project listed in the directory.

From this Directory, the CEPM staff selected ten school systems based on the following criteria:

1. Clearly had a project under way in career education.
2. At least one academic year of experience pertaining to this career education project.
3. The project involved one or more education functional area(s): elementary, middle, and secondary.

As data were being collected from education practitioners in the original selected school systems, additional school systems were recommended to the staff members for possible sites for data collection. Thus, data were collected from selected educational practitioners representing a total of eighteen school systems (see Appendix A).

Data Collection

An extensive review of the current literature was conducted to identify the personnel pedagogical competencies required for teachers, counselors, and administrators to plan and implement traditional educational programs.

After a school was identified, and selected based on the stated criteria, the school administrator and career education project director or equivalent person were contacted. The staff explained the goals and objectives of the CEPM and stressed the importance of interviewing the practitioner actually involved in the planning and implementing of the career education project in that particular school. Through this contact, approval to interview the selected practitioners was secured. The practitioners were selected on the basis of the recommendation of the local career education project director.

After administrative approval was secured from the respective schools, the CEPM staff identified education personnel competencies essential to local career education programs by interviewing over one hundred educational practitioners in the eighteen selected career education programs. These practitioners consisted of elementary school personnel, middle school personnel, secondary school personnel, counseling and guidance personnel, and administrative personnel. Statements obtained from the interviews and literature were combined, resulting in a list suitable for refinement purposes.

Data Refinement

A procedure to refine the competency statements was developed. The data collected by the staff were solidified to comprise a list of 2,025 statements. These statements were typed on individual note cards. The CEPM staff refined the 2,025 statements based on the following criteria:

1. Removing and combining duplicate statements.
2. Removing global statements.
3. Removing incoherent statements.
4. Removing non-pedagogical statements.

The second stage of the refinement process consisted of:

1. Securing a copy of Career Education Categories for Classifying Career Education Competencies (see Appendix B) from the Michigan Department of Education.
2. Evaluating the existing competency statements to make sure each of the classifying categories was accurately fulfilled by the existing list from stage one of the refinement process.

The results of stages 1 and 2 comprised a list of ninety educational personnel competencies for teachers, counselors, and administrators. Stage 3 of the refinement process consisted of revising the ninety competencies for technical completeness based on the following criteria:

1. A terse, direct statement.
2. Present tense statement.
3. Each statement singular in nature.
4. An action verb at the beginning of each statement.

A total of thirty-three action verbs were used in the list of refined competencies.

Prevalidation of Competencies

The staff asked nine leaders in career education (see Appendix C) to serve as prevalidators for the CEPM. These leaders were selected on the following criteria:

1. Personnel involved in career education for a minimum of one year.
2. Personnel with career education competence representing the career development and preparation phases of career education.
3. Personnel with career education competence in positions of career education project directors, teachers, counselors, and administrators.

The program for prevalidating session was outlined for the career education leaders (see Appendix D). The leaders were asked to respond to the ninety refined educational personnel competencies three individual times. The first time they were to rate each competency on a four-point scale as to importance for a teacher to possess; the second time, rate each competency on the same four-point scale as to importance for a counselor to possess; and the third time, rate each competency on the same four-point scale as to importance for an administrator to possess in order to plan and implement a career education program at the local level. The purpose of this procedure was to further refine the competencies and to give preliminary validation to the competencies. The leaders were also asked to add any competencies they felt were very important for a teacher, counselor, or administrator to possess respectively, that were not on the existing list of competencies. They were also asked to change any wording for clarity and conciseness.

After the leaders responded to the ninety competencies on the three instruments (see Appendix E), the results were tallied for verbal discussion among the leaders and the CEPM staff. The result of each competency rating from each of the three instruments was reanalyzed in the verbal discussions. If there was any question about the overall response concerning any individual competency, the group would respect the opinion of the group members with the recognized expertise in the questioned functional area (teacher, counselor, and administrator). A verbal consensus was made from the members of the group pertaining to each competency and each of the respective instruments prior to the adjournment of the prevalidation session. Results from the prevalidation sessions are in Appendix F. There were thirty-five core competencies that the leaders felt were very important for teachers, counselors, and administrators. Of the ninety original competencies, the leaders felt that sixty were very important for teachers to possess. They also added three additional competencies for a total of sixty-three teacher competencies. Of the ninety original competencies, the leaders felt seventy-five were very important for a counselor to possess. They added two additional ones for a total of seventy-seven counselor competencies. Of the ninety original competencies, the leaders felt sixty-four were very important for administrators to possess. Again they added two additional competencies for a total of sixty-six administrator competencies.

Final Validation

The pre-validation response pertaining to teachers, counselors, and administrators respectively was used to construct the final validation instruments. Thus, the instrument for the teachers consisted of sixty-three pedagogical competencies; the instrument for the counselors consisted of seventy-seven pedagogical competencies; and the instrument for the administrators consisted of sixty-six pedagogical competencies (see Appendices G, H, and I).

Career education project directors or equivalent personnel from seven school districts were asked to assist the CEPM staff in securing personnel for the CEPM staff to involve in the final validation procedure. These project directors represented school districts that met the criteria for the prevalidation selection and were within a practical driving range of The University of Michigan. The following school districts were selected and participated in the final validation procedure:

1. Calhoun County Intermediate School District
2. Ann Arbor Public Schools
3. Ingham County Intermediate School District
4. School District of City of Pontiac
5. Warren Consolidated Schools
6. Royal Oak Public Schools
7. Coloma Community Schools

A total sample of four hundred thirty-six education personnel were selected to participate in the final validation procedure from the seven school districts. They were selected on the following criteria:

1. Personnel involved in career education for a minimum of one year.
2. Personnel recommended by the career education director or equivalent person in the respective selected school sites.
3. Personnel with career education competence representing the career development and preparation phases of career education.
4. Personnel with career education competence representing the various grade levels or functions in the school system K-12.

To perform the final validation procedure of the CEPM, on August 10, 1973, respective instruments were sent to the home addresses of the teachers, counselors, and administrators of the final validation sample (see Appendix G, H, I). A cover letter was also sent (see Appendix J) with each instrument explaining the objectives of the CEPM and how the response to the instrument would be utilized for successful completion of the CEPM. Also, a copy of the ten Career Education Categories for Classifying Career Education Competencies (see Appendix B) and a copy of the directions (see Appendix K) were sent with each instrument. The directions requested each respondent to rate, on a four-point scale, each competency as to importance in ability for an educator in their respective position to possess regarding the implementation and planning of a career education program at the local level. The four-point scale was as follows:

1. Unimportant - ability to perform this competency is not needed on the part of an educator in my position in order to successfully implement a career education program based on the ten stated student goals.

2. Somewhat Important - ability to perform this competency is beneficial but not necessary on the part of an educator in my position in order to successfully implement a career education program based on the ten stated student goals.

3. Important - ability to perform this competency is highly desirable on the part of an educator in my position in order to successfully implement a career education program based on the ten stated student goals.

4. Very Important - ability to perform this competency is essential on the part of an educator in my position in order to successfully implement a career education program based on the ten stated student goals.

At the end of the list of competencies, the respondents were asked to add any competency not appearing on the list that they felt to be very important. Each person was asked to return the completed instrument in an enclosed self-addressed envelope by August 24, 1973.

On August 31, 1973, a follow-up letter (see Appendix L), along with an additional instrument was sent to the non-respondents. Basically this was an attempt to remind those who had been on vacation of the importance of their response to the completion of the CEPM. Again, all instruments and cover letters were sent to the home addresses of the respondent involved in the sample. A total of sixty-two percent responded to the final validation instruments involved with the CEPM. The response of each school district was as follows:

School District	Percent Returned
1. Calhoun County Intermediate School District	79%
2. Ann Arbor Public Schools	75%
3. Ingham County Intermediate School District	71%
4. School District of the City of Pontiac	48%

School District	Percent Returned
5. Warren Consolidated Schools	71%
6. Royal Oak Public Schools	71%
7. Coloma Community Schools	72%
Total Responses	62%

Final Validation Data Analyzed	No. of Responses
1. Elementary Teachers	104
2. Middle or Junior High Teachers	67
3. Secondary Teachers	21
4. Elementary Counselors	6
5. Middle or Junior High Counselors	17
6. Secondary Counselors	15
7. Elementary Administrators	13
8. Middle or Junior High Administrators	17
9. Secondary Administrators	10

All competencies receiving a mean score of 3.0 or higher (important or very important) from respondents in each of the nine groups were listed and thus selected as the competencies for each of the nine training models (see Appendix M). Of the thirty-five core competencies, twelve were validated for all nine groups; thus, comprising the tenth training model or comprehensive training model.

Interviewing for Practical Context

After the competency list was determined for each of the training models, the CEPM staff interviewed over eighty practitioners (teachers, counselors, and administrators K-12) from the seven school systems mentioned previously.

These practitioners were selected as to availability from the list of final validation respondents. The practitioners interviewed represented each of the nine groups of educational personnel respectively.

The interviewing process expanded each competency in each of the nine groups into a practical context, referred to performance criteria and was designed to suggest practical ideas, especially for educational personnel in the planning stage and preliminary implementation stage of career education.

FINDINGS

The findings of this research are presented in ten education personnel models: elementary teachers, middle or junior high teachers, secondary teachers, elementary counselors, middle or junior high counselors, secondary counselors, elementary administrators, middle or junior high administrators, secondary administrators, and comprehensive model. The comprehensive model includes those competency statements and related performance criteria validated as common to the nine specific models.

Each model was designed to be mutually exclusive of the other training models. Each one could be extracted to develop inservice and preservice training programs.

The following is an example of how the models may be utilized as guidelines for in-service and pre-service training. (See Appendex N for suggested guidelines for implementation of models.)

The Career Education Personnel Model (CEPM) was a project funded by the Michigan Department of Education and administered through the School of Education at The University of Michigan.

The CEPM staff identified pedagogical competencies that will help teachers, counselors, and administrators plan and implement a career education program in a kindergarten through twelfth grade setting. Suggested performance criteria for each statement of competency was also identified by the CEPM staff. We suggest that the statements of competencies and performance criteria be used only as a guideline or reference when adapting the models to individual situations. The following examples show how the performance criteria relates, in a practical manner, to the respective statement of competency.

Career Education Personnel Model
Elementary Teachers

Statement of Competency: Provide student awareness experiences.

Performance Criteria:
a. Utilize resource people from the community.
b. Utilize role playing techniques in the classroom.
c. Utilize simulation techniques in the classroom.

d. Utilize audio-visual materials.
e. Go on field trips to community.
f. Design activity oriented instruction pertaining to careers in the various career clusters.

Career Education Personnel Model
Middle or Junior High Counselors

Statement of Competency: Use community people as career education resource personnel.

Performance Criteria:

a. Contact intermediate school district personnel.
b. Ask parents to explain their occupations.
c. Ask businessmen to explain their occupations.
d. Ask businessmen to allow students to observe the operation of their occupation for a short period of time.
e. Ask resource people to help stress the importance of good human relations.

Career Education Personnel Model
Secondary Administrators

Statement of Competency: Utilize career education in-service training.

Performance Criteria:

a. Help develop career education goals and objectives for the local school system.
b. Encourage teachers to develop instructional units pertaining to career preparation.
c. Encourage counselors to assist, in small groups or one-to-one counseling, in career preparation goals and objectives.
d. Assist in planning and implementing school-wide activities pertaining to career preparation.

Specific performance objectives can be developed for a pre-service and in-service training program in career education by using the statement of competency and related performance criteria from the Career Education Personnel Model. The following example illustrates how a specific performance objective can be developed using the above statement for an elementary teacher.

Given an elementary teacher receiving career education training, the teacher will provide student awareness experiences. Awareness experiences will be assessed satisfactory if each of the following is answered in the affirmative:

a. Did the elementary teacher utilize resource people from the community?
b. Did the elementary teacher utilize role playing techniques in the classroom?
c. Did the elementary teacher utilize simulation techniques in the classroom?
d. Did the elementary teacher utilize audio-visual materials?
e. Did the elementary teacher go on field trips to community.
f. Did the elementary teacher design activity oriented instruction pertaining to careers in the various career clusters?

ELEMENTARY TEACHER MODEL

Below are listed the 28 competency statements and performance criteria.

1. Promote students acceptance of responsibility.
    - a. Provide an open and honest atmosphere for student learning.
    - b. Design learning experiences with several choices of activities available to the student.
    - c. Allow students to decide what they can accomplish.
    - d. Use positive reinforcement techniques.
    - e. Follow through on teacher-student designed learning activities.

2. Use community people as career education resource personnel.
    - a. Ask parents to come into class and discuss their occupations.
    - b. Ask businessmen to come into class and discuss their businesses.
    - c. Go on field trips.
    - d. Involve people from the community, i.e., senior citizens, to assist as teacher aids and discuss their area of expertise.

3. Provide student awareness experiences.
    - a. Utilize resource people from the community.
    - b. Utilize role playing techniques in the classroom.
    - c. Utilize simulation techniques in the classroom.
    - d. Utilize audio-visual materials.
    - e. Go on field trips to community.
    - f. Design activity oriented instruction pertaining to careers in the various career clusters.

4. Promote student creativity.
    - a. Provide an open and honest atmosphere for student learning.
    - b. Set an example in everyday teaching.
    - c. Provide a period a day for exploring areas of individual interest.
    - d. Design instruction which requires the student to explore to solve instructional problems.

5. Develop interpersonal skills.
    - a. Use commercial resource materials to promote interpersonal skills.

   b. Set a good example.
   c. Provide an open and honest atmosphere for student learning.
   d. Design student learning activities which require the use of good interpersonal skills.
   e. Make the student feel a part of the group.

6. Conduct career oriented field trips.

   a. Define the purpose of the field trip.
   b. Secure administrative approval.
   c. Contact resource people at the destination of the trip.
   d. Explain the purpose of the trip and what should be discussed.
   e. Motivate students prior to going.
   f. Discuss the major components as a follow-up.
   g. File valuable information.

7. Utilize career oriented materials.

   a. Encourage students to develop their own career oriented materials packet.
   b. Allow students to browse through materials in the classroom, library, or career center.
   c. Make bulletin board displays.
   d. Make displays in learning centers.
   e. Integrate career materials into existing materials.

8. Utilize career education inservice training.

   a. Request release time for inservice training.
   b. Determine career education goals and objectives for the local school system.
   c. Design instructional units for daily teaching which are career oriented.

9. Utilize problem solving skills.

   a. Define the problem to be solved.
   b. Do not solve it for the student.
   c. Illustrate various alternatives to solve the problem.
   d. Allow student to select an alternative as a solution.
   e. Encourage student to "research" the solution.
   f. Follow through on solution with the student.

10. Utilize individual motivational systems.

   a. Determine the students' likes and dislikes.

   b. Design individualized instructional units oriented for student self awareness and career awareness.
   c. Utilize individualized learning contracts in the upper elementary grades.
   d. Use positive reinforcement techniques.

11. Promote student self-evaluation.

   a. Provide an open and honest atmosphere for student learning.
   b. Develop instructional units pertaining to self image.
   c. Utilize individualized learning contracts and discuss results with the students.
   d. Encourage students to question their own actions.

12. Design world of work learning activities.

   a. Design activity oriented instructional units.
   b. Ask students to interview parents concerning their occupations.
   c. Ask students to interview friends and local businessmen.
   d. Go on field trips.
   e. Encourage upper elementary students to take pictures while interviewing or on field trips.

13. Design optimum career learning environments.

   a. Provide an open and honest atmosphere for student learning.
   b. Design learning centers within the classroom.
   c. Plan, with students, individualized instructional units which provide career awareness.
   d. Brainstorm with students pertaining to various solutions to problems.
   e. Provide "hands-on" learning activities.

14. Involve teachers in revising instructional programs.

   a. Meet with department chairpeople to discuss the stated career education goals and objectives.
   b. Determine the needs of the students as pertaining to the stated career education goals and objectives.
   c. Meet with other teachers to coordinate the assigning of various careers to each grade level.
   d. Develop activity oriented career education instructional units to provide self awareness and career awareness.

15. Utilize career oriented teaching methods.

    a. Plan "hands-on" career education learning activities for self awareness and career awareness.
    b. Utilize role playing techniques.
    c. Utilize simulation techniques.
    d. Utilize individualized motivational techniques.
    e. Utilize field trip investigations.

16. Utilize career oriented library resources.

    a. Take students to the library and allow them to browse through the materials individually or in small interest groups.
    b. Utilize a career education "show and tell" period for self awareness and career awareness.
    c. Develop individualized learning units requiring students to utilize career oriented library resources.
    d. Construct bulletin board displays.
    e. Utilize displays at career days.

17. Expand world of work experience.

    a. Talk to resource people in the community.
    b. Go on field trips or tours.
    c. Listen to resource people in the classroom.
    d. Utilize summer employment.
    e. Attend university graduate classes designed to expand world of work experiences.
    f. Coordinate business, industry, and education days at the school.

18. Implement self learning centers.

    a. Ask for involvement from parents and businessmen concerning advice and implementation assistance.
    b. Plan the centers to meet the career awareness and self awareness needs of the students.
    c. Evaluate the self learning centers in other schools.
    d. Set up problem solving self learning centers.
    e. Evaluate student performance periodically at each center.

19. Practice a career education philosophy.

    a. Be aware of the implications of career education components pertaining to the entire education of the individual student.
    b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.

   c. Provide activity oriented learning experiences in an attempt to provide additional self awareness and career awareness experiences for the students.

20. Utilize instructional feedback information.

   a. Utilize this information, be it brochures or a computer printout, in small interest group teaching.
   b. Allow students to browse through this material at their leisure in a career education center.
   c. Infuse this information with traditional instructional units for self awareness and career awareness.

21. Evaluate career oriented curriculum.

   a. Utilize student feedback.
   b. Correlate student performances with the goals and objectives of the curriculum.
   c. Evaluate the daily lesson plans on a daily basis.
   d. Implement these daily comments when revising the career oriented curriculum.

22. Assess student performance strengths.

   a. Talk with other teachers.
   b. Utilize parent conferences.
   c. Observe student at learning centers.
   d. Evaluate comments in student folder.
   e. Evaluate results from standardized tests.

23. Identify community career oriented resource personnel.

   a. Involve students to help identify these people through visiting and interviewing people in the community.
   b. Talk with trade organization personnel.
   c. Talk with civic organization personnel.
   d. Talk with businessmen while doing personal business.
   e. Utilize telephone yellow pages.
   f. Utilize newspaper classified ads.

24. Design life oriented programs.

   a. Encourage all educational personnel to promote all areas of total life for the students.
   b. Provide education in decision making and problem solving skills within the self awareness and career awareness learning activities.
   c. Design educational programs to include each segment of society in the community.

25. Assess student performance handicaps.

    a. Talk with other teachers.
    b. Utilize parent conferences.
    c. Observe student performances in self learning centers.
    d. Evaluate comments in student folder.
    e. Evaluate results from standardized tests.

26. Provide active career education leadership.

    a. Identify educational personnel interested in career education.
    b. Assist in defining career education for the school system.
    c. Develop units of career oriented instruction emphasizing "hands-on" learning activities.
    d. Provide encouragement to other educational personnel when needed.
    e. Serve as career education resource person when needed.
    f. Serve as speaker at community activities.

27. Illustrate academic and vocational skill relationships.

    a. Design units of instruction that require students to use both academic and vocational skills at the self learning centers.
    b. Set an example during a teaching demonstration.
    c. Request resource people to illustrate the relationship when explaining their occupation to the class.

28. Establish student feedback systems.

    a. Provide an open and honest environment for student learning.
    b. Evaluate how students respond, be it oral or written, as it pertains to self awareness and career awareness activities.
    c. Encourage team teachers to evaluate student response daily.
    d. Utilize pre and post evaluative techniques.
    e. Utilize parent-student conferences.

MIDDLE OR JUNIOR HIGH TEACHER MODEL

Below are listed the 36 competency statements and performance criteria.

1. Promote student's acceptance of responsibility.
    a. Provide an open and honest atmosphere for student learning.
    b. Treat students as responsible people.
    c. Design learning activities that place students in the position to accept and carry out responsibility.
    d. Teach problem solving and decision making skills.
    e. Allow student to solve own problem.
    f. Brainstorm with students concerning various career options available and allow them to select areas to explore.
    g. Discuss with students the merit of accepting responsibility.

2. Provide student awareness experiences.
    a. Invite parents to the classroom to explain their occupations.
    b. Go on field trips in small interest groups.
    c. Place students in the community for a short period of time to observe the operation of individual businesses.
    d. Require students to interview businessmen.

3. Promote student creativity.
    a. Provide an open and honest atmosphere for student learning.
    b. Design learning activities which will allow students to be venturesome and open to self awareness and career exploration.
    c. Design activities which will allow students to spend time out in the community exploring various careers.
    d. Design open ended written assignment pertaining to self awareness and career exploration.
    e. Use positive reinforcement techniques.

4. Promote student self evaluation.
    a. Provide a non-threatening self learning atmosphere.
    b. Discuss with the studen[illegible]ere they have been and where they appear to [illegible] at the present as it pertains to self awareness and career exploration.
    c. Make them aware of their apparent strengths as they pertain to various career options.

   d. Have students question themselves in a non-threatening self learning atmosphere.
   e. Help the students plan short range career goals and objectives.

5. Develop interpersonal skills.

   a. Use commercial resource materials to promote interpersonal skills.
   b. Set a good example.
   c. Provide an open and honest atmosphere for student learning.
   d. Design student learning activities requiring the use of good interpersonal skills.

6. Use community people as career education resource personnel.

   a. Contact intermediate school district personnel.
   b. Ask parents to explain their occupations.
   c. Ask businessmen to explain their occupations.
   d. Ask businessmen to allow students to observe the operation of their occupation for a short period of time.
   e. Ask resource people to help stress the importance of good human relations.

7. Establish student feedback systems.

   a. Provide an open and honest environment for student learning.
   b. Evaluate how students respond, be it oral or written, as it pertains to self awareness and career exploration activities.
   c. Encourage team teachers to use daily evaluative techniques.
   d. Discuss with student the major components of the occupation after they return from observing businesses of interest in the community.

8. Utilize problem solving skills.

   a. Make students aware of their abilities and interests.
   b. Allow students to explore careers within various clusters.
   c. Brainstorm with the students, various career options that would correlate to their abilities and interests.
   d. Allow students to make their own selection of career options.
   e. Design individual activity oriented learning experiences that require the student to solve problems.

- f. Discuss with the students the career implications of the method selected to solve the respective problem.

9. Illustrate academic and vocational skill relationships.

   - a. Design units of instruction that require students to use both academic and vocational skills.
   - b. Request resource people to discuss the relationship between academic and vocational skills.
   - c. Utilize the team teaching approach involving both academic and vocational oriented personnel.
   - d. Encourage students to observe the relationship between academic and vocational skills during their visit to businesses of interest in the community.

10. Utilize career education inservice training.

   - a. Help develop career education goals and objectives.
   - b. Design individual units of instruction centered around the career cluster concept.
   - c. Assist students in planning their short and long range career education goals and objectives.
   - d. Assist students in evaluating career alternatives.

11. Involve teachers in revising instructional programs.

   - a. Meet with department chairpeople to discuss the stated career education goals and objectives.
   - b. Cooperate with curriculum coordinator to determine the needs of the students as pertaining to the stated career education goals and objectives.
   - c. Assist in evaluating the available career education materials available for instruction.
   - d. Cooperate with curriculum coordinator in revising instructional units that are unduplicated among grade levels or various departments.

12. Utilize individualized motivational systems.

   - a. Assist students in making arrangements for them to observe businesses of individual interest in the community.
   - b. Utilize student input when designing individualized instructional units for students to explore careers in various career clusters.
   - c. Promote open classroom discussion especially after students have returned from observing businesses of individual interest in the community.

   d. Assist students in determining the needed components to meet their career goals.

13. Utilize career oriented materials.

   a. Encourage students to do individualized research concerning careers that correlate with their interest and ability.
   b. Encourage students to simulate a career of their interest for a class report.
   c. Introduce careers within various career clusters to other team teachers.
   d. Prepare bulletin boards and displays.

14. Utilize career oriented teaching methods.

   a. Utilize the team teaching approach involving teachers from other disciplines.
   b. Design "hands-on" learning activities.
   c. Encourage students to interview resource people of the community.
   d. Design instructional units involving interaction from community and school personnel.
   e. Utilize the learning contract with students.

15. Design optimum career learning environments.

   a. Provide an open and honest atmosphere for student learning.
   b. Determine the career education needs and interests of the students.
   c. Encourage students to assist in developing learning packets that will meet their needs and interests.
   d. Encourage students to do research on their own to meet the requirements of the learning packets.
   e. Permit small interest groups to work together in exploring careers of mutual interest.

16. Evaluate career oriented curriculum.

   a. Utilize pre- and post-evaluative techniques.
   b. Utilize student feedback.
   c. Correlate student performance with the goals and objectives of the curriculum.
   d. Encourage supervision of students while observing businesses of individualized interest in the community to evaluate student performance.
   e. Evaluate the daily comments as written on daily lesson plans by other team teachers.

17. Utilize decision making components.

    a. Assist students in discovering their personal values and beliefs.
    b. Assist students in exploring careers in various career clusters available to them.
    c. Encourage students to assess where they have been, where they are, and where they want to go in the future.
    d. Encourage students to make decisions pertaining to the career options that correlate with their personal values.

18. Conduct career oriented field trips.

    a. Define the purpose of the field trips.
    b. Secure administrative approval.
    c. Contact the people at the destination of the trip.
    d. Explain the purpose of the trip and what should be discussed.
    e. Motivate students prior to going.
    f. Discuss the major components with students as a follow-up.
    g. File valuable information.

19. Identify community career oriented resource personnel.

    a. Involve students to help identify these people through visiting and interviewing sections of the community.
    b. Talk with trade organization personnel.
    c. Talk with civic organization personnel.
    d. Talk with businessmen while doing personal business.
    e. Utilize telephone yellow pages.
    f. Utilize newspaper classified ads.

20. Design life oriented programs.

    a. Encourage all educational personnel to promote all areas of total life for the students.
    b. Provide education in decision making skills and problem solving skills within the self awareness and career exploration learning experiences.
    c. Design educational programs to include each segment of society of the community.

21. Provide active career education leadership.

    a. Identify educational personnel interested in career education.

   b. Assist in defining career education for the local school system.
   c. Develop units of career oriented instruction emphasizing "hands-on" learning activities.
   d. Cooperate with the coordinator of school-community career oriented activities.
   e. Serve as speaker at community activities.

22. Identify occupational requirements.

   a. Interview businessmen in the community.
   b. Interview personnel managers in the community.
   c. Request resource people to discuss the respective requirements with the class or small interest groups.
   d. Go on field trips.
   e. Encourage students to interview employees while observing businesses of individual interest in the community.

23. Assess student's performance strengths.

   a. Talk with team teachers.
   b. Evaluate comments in student records on file.
   c. Observe student performance.
   d. Encourage supervisors of students while observing businesses of interest in the community to evaluate student performance.
   e. Evaluate results from standardized tests.

24. Utilize instructional feedback information.

   a. Utilize this information, be it brochures or a computerized printout, in small interest group discussions or research.
   b. Allow students to browse through this material at their leisure in a career education center.
   c. Integrate this information with instructional units designed for career awareness and career exploration purposes.
   d. Encourage students to use this information in selection of career options that correlate with their interests and abilities.

25. Utilize career oriented simulation techniques.

   a. Encourage students to simulate the career of the real world while studying the respective career in the classroom.
   b. Request resource people to simulate their career in the classroom when speaking to the class or small interest groups.

c. Utilize simulation techniques while giving a demonstration in the classroom or in the lab.

26. Utilize career oriented library resources.

    a. Locate career education centers in the school.
    b. Develop units of instruction utilizing these materials to provide career exploration experiences centered around the career cluster concept.
    c. Use as supplemental materials to existing instructional materials.
    d. Encourage students to utilize these materials in doing individual research pertaining to various careers.

27. Design world of work learning activities.

    a. Request resource people to bring actual tools and equipment used with their career when speaking to the class.
    b. Develop activity oriented units of motivation that involve community-school interaction.
    c. Encourage students to observe businesses of individual interest while exploring that respective career.
    d. Utilize role playing techniques.
    e. Utilize simulation techniques.
    f. Utilize field trips.

28. Assess student performance handicaps.

    a. Talk with team teachers.
    b. Utilize parent conferences.
    c. Observe student performances.
    d. Evaluate comments from supervisors while student is out visiting places of interest in the community.
    e. Evaluate results from standardized tests.

29. Identify employment procedures.

    a. Involve students in identifying employment procedures.
    b. Contact employers.
    c. Contact personnel managers.
    d. Contact personnel at local employment agencies.

30. Identify employment opportunities.

    a. Contact employers in the community.
    b. Contact Unites States Department of Labor personnel.
    c. Contact state employment agency personnel.
    d. Contact trade organization personnel.
    e. Read newspaper classified ads.

31. List decision making components.
    a. Where have I been?
    b. Where am I presently?
    c. Where am I going?
    d. How am I going to get there?

32. Use pre and post assessment techniques.
    a. Utilize in evaluation of instructional units.
    b. Utilize in evaluation of self awareness learning activities.
    c. Utilize in evaluation of career exploration learning activities; i.e., individual visits to selected places of interest in the community.

33. Implement self learning centers.
    a. Ask for involvement from parents and businesses.
    b. Plan the centers to meet the career awareness and self awareness needs of the students.
    c. Evaluate the self learning centers in other schools.
    d. Set up problem solving self learning centers.
    e. Evaluate student performance periodically at each center.

34. Expand world of work experience.
    a. Talk to resource people in the community.
    b. Go on field trips or tours.
    c. Listen to resource people in the classroom.
    d. Visit students while they are out in the community.
    e. Utilize summer employment.
    f. Attend university graduate classes designed to expand world of work experiences.
    g. Attend business, industry, and education day at the school.

35. Define career education concept.
    a. Evaluate the career education needs of the students.
    b. Evaluate the entire community manpower needs.
    c. Work with other educational personnel to determine what educational components are needed to match the student needs with the needs of the community.

36. Practice a career education philosophy.
    a. Be aware of the implications of career education pertaining to the entire education of the individual student.

b. Cooperate with all education personnel in achieving the local goals and objectives of career education.

c. Design activity oriented learning experiences in an attempt to provide awareness, exploration, and preparation for career experiences.

SECONDARY TEACHER MODEL

Below are listed the 44 competency statements and performance criteria.

1. Provide student awareness experiences.
    - a. Design instructional units that emphasize "hands-on" activities for the student.
    - b. Encourage students to enroll in cooperative education programs.
    - c. List relevant tasks to be performed by students while participating in the placement segment of cooperative education.
    - d. Provide career activities for small interest groups.
    - e. Involve career oriented personnel from the community in the classroom.

2. Promote student's acceptance of responsibility.
    - a. Provide an open and honest atmosphere for student learning.
    - b. Treat students as responsible people.
    - c. Design learning experience with several choices of activities available to the student.
    - d. Utilize the contract learning concept in teaching.
    - e. Follow up on teacher-student designed learning activities.
    - f. Encourage cooperative education supervisors to expect promptness and the acceptance of responsibility.

3. Design optimum career learning environments.
    - a. Provide an open and honest atmosphere for student learning.
    - b. Plan with students individualized instructional units which provide experiences for career preparation.
    - c. Help the students plan for a career that correlates with their interest and ability.
    - d. Plan learning experiences relevant to each student's needs.
    - e. Encourage students to enroll in cooperative education programs.

4. Promote student self evaluation.
    - a. Plan with students individualized instructional units, including the use of performance objectives and allow the student to designate the evaluative measure.

   b. Encourage students to question their own actions.
   c. Discuss with students implications as to where they have been, where they are, and where they want to go.
   d. Assist student in setting career priorities.

5. Utilize career oriented materials.

   a. Utilize advice from the intermediate school district personnel.
   b. Utilize advice from the media specialist.
   c. Brainstorm with other team teachers.
   d. Introduce the materials to teachers in other disciplines.
   e. Integrate materials into existing materials.
   f. Make displays in career learning centers.
   g. Encourage students to use these materials in the course of completing individualized research.

6. Evaluate career oriented curriculum.

   a. Utilize student feedback.
   b. Correlate student performances with the goals and objectives of the curriculum.
   c. Evaluate the daily lesson plans on a daily basis.
   d. Utilize the pre- and post-assessment technique.
   e. Encourage the students' supervisor in cooperative education to evaluate the students' performance.

7. Use community people as career education resource personnel.

   a. Ask parents to come into class and discuss their occupations.
   b. Ask businessmen to come into class and discuss their business.
   c. Involve businesses as on-the-job training stations.
   d. Involve people from the community, i.e., senior citizens, to assist as teacher aids and discuss their area of expertise.

8. Expand world of work experience.

   a. Talk to resource people in the community.
   b. Go on field trips or tours.
   c. Listen to resource people in the classroom.
   d. Utilize summer employment.
   e. Attend university graduate classes designed to expand world of work experiences.
   f. Talk to employers when supervising students on-the-job training station.

9. Design world of work learning activities.
    a. Design activity oriented, "hands-on," instructional units.
    b. Ask students to interview friends and local businessmen.
    c. Go on field trips.
    d. Encourage students to enroll in cooperative education programs.
    e. Encourage students to do individualized research relevant to their career goals and objectives.

10. Establish student feedback systems.
    a. Provide an open and honest atmosphere for student learning.
    b. Evaluate how students respond, be it oral or written as it pertains to career preparation.
    c. Utilize pre- and post-assessment techniques.
    d. Utilize parent-student conferences.
    e. Encourage team teachers to evaluate student response daily.
    f. Observe how students respond in student organizations.
    g. Implement a student advisory committee.

11. Identify employment procedures.
    a. Involve students in identifying employment procedures.
    b. Contact employers.
    c. Contact personnel managers.
    d. Contact personnel at local employment agencies.

12. Utilize career oriented teaching methods.
    a. Plan "hands-on" career education learning activities.
    b. Utilize role playing techniques.
    c. Utilize simulation techniques.
    d. Utilize demonstration procedures.
    e. Utilize field trip investigations.
    f. Utilize community oriented learning situations.

13. Practice a career education philosophy.
    a. Be aware of the implications of career education components pertaining to the entire education of the individual student.
    b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.
    c. Provide activity oriented learning experiences to provide self awareness, career awareness, career exploration, and career preparation for the students.

14. Utilize individualized motivational systems.

    a. Provide an open and honest atmosphere for student learning.
    b. Utilize the learning contract concept.
    c. Plan with students, activity oriented individualized instructional units.
    d. Include performance objectives in the instruction.
    e. Encourage students to enroll in cooperative education programs.

15. Develop interpersonal skills.

    a. Use commercial resource materials to promote interpersonal skills.
    b. Set a good example.
    c. Provide an open and honest atmosphere for student learning.
    d. Design individualized student learning activities which require the use of good interpersonal skills.
    e. Encourage supervisors of students placed in on-the-job training stations to emphasize the use of good interpersonal skills.

16. Provide active career education leadership.

    a. Help develop career education goals and objectives for the local school system.
    b. Cooperate in planning career education instruction which is unduplicated among grade levels or departments.
    c. Help develop the career education center in the school system.
    d. Cooperate with media specialist in evaluating career education materials.
    e. Cooperate with other educational personnel and community leaders in designing learning activities for students.

17. Utilize problem solving skills.

    a. Encourage students to use skills in preparing for a career of their choice.
    b. Encourage students to use skills in all life settings.
    c. Design learning activities which require students to utilize skills.
    d. Assist students in defining problems.
    e. Allow the individual student to try various solutions to the problem.
    f. Discuss the implications of the various solutions with the student.

18. Identify occupational requirements.
    a. Talk with employers.
    b. Talk with personnel managers.
    c. Talk with trade organization personnel.
    d. Talk with state employment agencies.

19. Promote student creativity.
    a. Provide an open and honest atmosphere for student learning.
    b. Set an example in everyday teaching.
    c. Set aside a time periodically to allow the students to express themselves creatively.
    d. Design instruction that requires that student to examine various solutions to problems.
    e. Encourage open class discussions.

20. Develop a career education rationale.
    a. Utilize an advisory council consisting of lay community members.
    b. Determine the employment needs of the community.
    c. Determine the student drop-out rate of the school system.
    d. Determine welfare costs of the community.
    e. Indicate that it will build a work force in the community.
    f. Indicate that low skill entry jobs are not in demand.
    g. Indicate that it requires teaching in reality.

21. Involve teachers in revising instructional programs.
    a. Meet with department chairpeople to discuss the stated career education goals and objectives.
    b. Determine the needs of the students as pertaining to the stated career education goals and objectives.
    c. Meet with other teachers to coordinate the assigning of various career preparation programs to each grade level or department.
    d. Develop activity oriented career education instruction to provide adequate career preparation experiences for the students.

22. Utilize career education inservice training.
    a. Help develop career education goals and objectives for the local school system.
    b. Plan units of instruction centered around the career cluster concept.

   c. Design "hands-on" learning activities involving the classroom facilities and the community.

23. Develop short range career education plans.

   a. Assess individual students' interests and needs.
   b. Assess local manpower needs.
   c. Revise current curriculum content based on career awareness, exploration, and preparation experiences.
   d. Design "hands-on" learning activities involving the classroom facilities and the community.

24. Assess student performance strengths.

   a. Talk with other teachers.
   b. Utilize parent conferences.
   c. Observe student performance both at school and on placement in a training station in the community.
   d. Evaluate comments in student folder.
   e. Evaluate results from standardized tests.

25. Design career education skill programs.

   a. Design learning contracts which require the students to demonstrate an acceptable degree of competency in career entry level skills.
   b. Simulate practical application of skills in the classroom or lab.
   c. Design the training agreement with the student and the employer to be used by the student on placement that requires the student to demonstrate an acceptable degree of competency in technical skills as well as human relations skills.
   d. Require students to apply skills to subject matter theory.

26. Plan career oriented instructional facilities.

   a. Provide an open and honest atmosphere for student learning.
   b. Ask for involvement from parents and businessmen concerning advice and implementation assistance.
   c. Provide contemporary equipment similar to or better than the student will find in the "real world."
   d. Provide references relevant to the students needs and interests.

27. Utilize program development skills.

   a. Assess the needs and interests of the students.

   b. Assess the manpower needs of the local community.
   c. Develop individualized instruction to meet these contemporary needs.
   d. Provide physical facilities necessary to meet these needs.
   e. Provide references relevant to meet these needs.

28. Illustrate academic and vocational skill relationships.

   a. Design units of instruction that require students to use both academic and vocational skills.
   b. Request resource people to discuss the relationship between academic and vocational skills.
   c. Utilize team teaching approach involving both academic and vocational oriented personnel.
   d. Encourage supervisors of students on placement to illustrate the relationship between academic and vocational skills.

29. Design life oriented programs.

   a. Encourage all educational personnel to promote all areas of total life for the students.
   b. Provide education in decision making and problem solving skills within the career preparation learning activities.
   c. Design educational programs to include each segment of society in the community.

30. Utilize instructional feedback information.

   a. Utilize this information, be it brochures or a computer printout, in small interest group teaching or for learning contract teaching.
   b. Allow students to browse through this material at their liesure in a career education center.
   c. Infuse this information with traditional materials in instructional units for career preparation.

31. Assess student performance handicaps.

   a. Talk with other teachers.
   b. Utilize parent conferences.
   c. Observe student performance both at school and on placement in a training station in the community.
   d. Evaluate comments in student folders.
   e. Evaluate results from standardized tests.

32. Identify community career oriented resource personnel.

   a. Involve students to help identify these people through visiting and interviewing sections of the community.

- b. Talk with trade organization personnel.
- c. Talk with civic organization personnel.
- d. Talk with businessmen while doing personal business.
- e. Utilize telephone yellow pages.
- f. Utilize newspaper classified ads.

33. Identify employment opportunities.

    - a. Contact employers in the community.
    - b. Contact United States Department of Labor personnel.
    - c. Contact state employment agency personnel.
    - d. Contact trade organization personnel.
    - e. Utilize newspaper classified ads.

34. Determine career development options.

    - a. Contact United States Office of Education personnel.
    - b. Utilize the Dictionary of Occupational Titles.
    - c. Contact intermediate school district personnel.
    - d. Assess the needs and interests of students.
    - e. Assess the local manpower needs.
    - f. Correlate these needs with career options available to the student.

35. Use pre- and post-assessment techniques.

    - a. Utilize in evaluation of instruction.
    - b. Utilize in evaluation of career preparation learning activities.
    - c. Utilize in evaluation of students' career preparation experience on placement in the community training station.

36. Implement self learning centers.

    - a. Ask for involvement from parents and businessmen concerning advice and implementation assistance.
    - b. Implement audio-visual center within the classroom.
    - c. Assess needs and interests of the students.
    - d. Assess local manpower needs.
    - e. Implement self learning centers, both in the classroom and lab that reflect these needs for career preparation.

37. Identify occupational clusters.

    - a. Contact United States Office of Education.
    - b. Utilize the Dictionary of Occupational Titles.
    - c. Contact the intermediate school district personnel.
    - d. Identify occupational codes within each cluster.

38. Employ task analysis techniques.

    a. Talk with the employee on the job in the community and list all tasks that are included in the job.
    b. Indicate the frequency of performance, importance of the task, and learning difficulty of the task.
    c. Assess the career needs of the students.
    d. Determine course objectives to meet these needs including the kind of performance that will be expected at the end of the learning period.
    e. Develop instructional units, meaningful to the student including performance objectives that involve the various tasks within careers of interest to the students.

39. Define career education concept.

    a. Evaluate the career education needs of the students.
    b. Evaluate the entire community manpower needs.
    c. Work with educational personnel to determine what educational components are needed to match the students' needs with the needs of the community.

40. Conduct career oriented field trips.

    a. Define the purpose of the field trip.
    b. Secure administrative approval.
    c. Contact resource people at the destination of the trip.
    d. Explain the purpose of the trip and what should be discussed.
    e. Take student on trip in small interest groups.
    f. Encourage students to make out a list of relevant questions prior to going on the trip.
    g. Discuss the major components as a follow up.
    h. File valuable information.

41. Develop long range career education plans.

    a. Encourage all educational personnel to believe in the merits of career education.
    b. Determine the career needs of the students.
    c. Determine the projected manpower needs of the local community, state, and nation.
    d. Work with all educational personnel to determine the goals and objectives pertinent to the local school district for a period of five years and ten years.

42. Utilize career oriented simulation techniques.

    a. Utilize simulation techniques in an attempt to bring the real world situation into the classroom.
    b. Utilize simulation in demonstrating various career skills.
    c. Simulate a model office, lab, or shop.
    d. Encourage students to do applicable work for the school, i.e., printing.
    e. Use punch cards for attendance.

43. Describe work ethic concept.

    a. Talk with employers in the community for their perception of the work ethic.
    b. Talk with personnel managers in the community for their perception of the work ethic.
    c. Talk with other educational personnel for their perception of the work ethic.
    d. Discuss with students the implications of the work ethic.
    e. Encourage teachers to stress the work ethic concept in the daily lesson plans.
    f. Encourage supervisors of students on placement in training stations in the community to stress the implications of the work ethic.

44. Coordinate student placement services.

    a. Assess the students' career interests and needs.
    b. Cooperate with the cooperative education coordinator in securing placement stations that will meet these career interests and needs.
    c. Develop related classroom instruction for students relevant to their needs while out on placement.
    d. Visit students periodically.
    e. Evaluate the placement services periodically.
    f. Support student job placement services upon graduation.

ELEMENTARY COUNSELOR MODEL

Below are listed the 38 competency statements and performance criteria.

1. Provide student awareness experiences.
    - a. Utilize small group counseling to make the students aware of themselves and others around them.
    - b. Assist teachers in developing instructional units on human development.
    - c. Develop techniques of group discussion and communication.
    - d. During counseling, assign topics which allow the students to express themselves and how it relates to various clusters of occupations.

2. Define career education concept.
    - a. Determine the career awareness needs of the students and how they relate to the careers in the community.
    - b. Include the awareness components for a total life style and how their relationship correlates to the needs of the students.
    - c. Include awareness experiences which pertain to the various clusters of occupations.

3. Utilize career education inservice training.
    - a. Help develop career education goals and objectives for the local school system.
    - b. Assist teachers in developing instructional units pertaining to self and career awareness.
    - c. Through small group counseling, assist students in self awareness and career awareness learning activities.
    - d. Assist in planning and implementing school-wide activities pertaining to career awareness.

4. Utilize individual motivational systems.
    - a. Encourage students to work in small interest groups.
    - b. Utilize individual assignments of interest while counseling.
    - c. Use positive reinforcement through merit awards.
    - d. Assist teachers in developing activity oriented learning experiences.
    - e. Plan career awareness centers for students to spend time browsing through the materials at their leisure.

5. Involve teachers in revising instructional units.

    a. Plan with teachers units pertaining to self awareness and career awareness.
    b. Serve as a resource person as to what career education materials are available for instruction.
    c. Help plan simulated classroom activities within the instructional units.
    d. Serve as coordinator in revising instructional units among grade levels.

6. Promote student self evaluation.

    a. Provide a non-threatening atmosphere for counseling.
    b. Counsel using non-direct questions and statements pertaining to self awareness and career awareness.
    c. Ask the student to draw pictures of the family members in a career setting.
    d. Ask the student to talk over their self image using the mirror technique.

7. Evaluate career oriented curriculum.

    a. Utilize student feedback.
    b. Correlate student performance with the goals and objectives of the curriculum.
    c. Evaluate the daily comments as written on daily lesson plans by the teachers.
    d. Encourage administrators to allow release time to revise and implement suggested changes in the curriculum.

8. Promote creativity.

    a. Provide an open and honest atmosphere for student learning.
    b. Promote learning activities which will allow students to be venturesome and open to self awareness and career awareness.
    c. Encourage administrators to implement more flexible schedules for teachers and students.

9. Utilize problem solving skills.

    a. Encourage teachers to design learning activities which require students to utilize skills.
    b. Encourage students to utilize skills in all life settings.
    c. Ask students to state the problem.
    d. Brainstorm various solutions to the problem.

   e. Encourage students to select one solution.
   f. Evaluate this solution with the students.

10. Develop interpersonal skills.

    a. Use commercial resource materials to provide interpersonal skills.
    b. Set a good example.
    c. Teach effective communication skills.
    d. Encourage teachers to develop learning activities which require the use of interpersonal skills.
    e. Counsel students discussing the implications of good interpersonal skills referring to examples in all life settings.

11. Promote students' acceptance of responsibility.

    a. Provide an open and honest atmosphere for student learning.
    b. Design activities that place the student in the position to accept and carry out responsibility.
    c. Discuss with the students the merit of accepting responsibility.
    d. Assist teachers in designing instructional units which require students to utilize problem solving techniques.
    e. Encourage all educational personnel not to "spoon feel" the student.

12. Utilize parent organizations.

    a. Utilize members to serve as teacher aids.
    b. Utilize members to serve as career oriented resource people.
    c. Utilize members to assist with field trips.
    d. Utilize members to assist in publicizing local career education activities.

13. Utilize career oriented materials.

    a. Utilize materials to introduce teachers to various clusters of occupations.
    b. Utilize materials for demonstrations and simulation techniques.
    c. Make bulletin boards and displays.
    d. Utilize as resource materials.
    e. Utilize materials for self and career assessment.

14. Utilize group counseling techniques.

    a. Encourage students to become aware of themselves.

   b. Encourage students to become aware of various careers.
   c. Stress the importance of human relation skills.
   d. Utilize student feedback for more effective counseling.

15. Utilize decision making components.

   a. Counsel students pertaining to various careers in the community.
   b. Provide various alternatives within learning activities and allow students to make selections.
   c. Allow students to make decisions pertaining to learning activities.

16. Develop a career education rationale.

   a. Indicate that it makes students more aware of themselves and their potential.
   b. Indicate that it makes students aware of various careers available to them.
   c. Indicate that it teaches problem solving skills.
   d. Indicate that it teaches decision making skills.
   e. Indicate that it teaches human relations skills.

17. List decision making skills.

   a. Where have I been?
   b. Where am I presently?
   c. Where am I going?
   d. How am I going to get there?

18. Utilize career oriented library resources.

   a. Utilize materials in career education centers in the school.
   b. Assist teachers in developing units of instruction centered around the career cluster concept.
   c. Use as supplemental materials to existing instructional materials.
   d. Use materials to provide individual self awareness and career awareness experiences.

19. Provide active career education leadership.

   a. Identify educational personnel interested in career education.
   b. Assist in defining career education for the local school system.
   c. Assist in developing units of career oriented instruction emphasizing "hands-on" learning activities.

   d. Serve as coordinator of school-community career oriented activities.
   e. Serve as speaker at community activities.

20. Publicize career education in the community.

   a. Serve as speaker at community activities.
   b. Write articles for the local and school newspaper.
   c. Utilize parent organizations.
   d. Coordinate resource speakers.
   e. Coordinate school open houses.

21. Practice a career education philosophy.

   a. Be aware of the implications of career education components pertaining to the entire education of the individual student.
   b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.
   c. Provide activity oriented learning experiences in an attempt to provide self awareness and career awareness experiences for the students.

22. Use pre- and post-assessment techniques.

   a. Utilize in evaluation of instruction.
   b. Utilize in evaluation of self awareness learning activities.
   c. Utilize in evaluation of career awareness learning activities.

23. Use community people as career education resource personnel.

   a. Contact intermediate school district personnel.
   b. Ask parents to explain their occupations.
   c. Ask businessmen to explain their occupations.
   d. Ask resource people to stress the importance of good human relations.
   e. Encourage resource people to use simulation techniques for more effective student awareness of the various careers in the community.

24. Design world of work learning activities.

   a. Utilize role playing techniques.
   b. Utilize simulation techniques.
   c. Utilize field trips.

d. Utilize resource people bringing actual tools and equipment used with their career.
e. Utilize awareness games.

25. Write career education performance objectives.

a. Define acceptable activity to be displayed by the learner as it pertains to the career education goals and objectives of the local school system.
b. Define the terminal behavior to be demonstrated by the learner as it pertains to the career education goals and objectives of the local school system.
c. Define the criteria for evaluation purposes as it pertains to the career education goals and objectives of the local school system.

26. Develop a community resource file.

a. Include pertinent career information: name, address and phone number, area of expertise, hours available, dates of involvement for the school.
b. Arrange resources by cluster.
c. Arrange names by alphabetical order within cluster group.

27. Design life oriented programs.

a. Encourage all educational personnel to promote all areas of total life for the students.
b. Provide education in decision making skills and problem solving skills within the self awareness and career awareness learning experiences.
c. Design educational programs to include each segment of society of the community.

28. Design unduplicated grade level career education curriculum.

a. Serve as coordinator of the career education curriculum committee.
b. Ask teachers to explain what they are presently teaching at their respective grade level.
c. Assess what career education units should be taught in an attempt to expose students to careers in the various clusters.
d. Assist in developing units for each grade level that do not duplicate various careers.

29. Conduct career oriented field trips.
    a. Define the purpose of the field trip.
    b. Secure administrative approval.
    c. Contact the people at the destination of the trip.
    d. Explain the purpose of the trip and what should be discussed.
    e. Motivate students prior to going.
    f. Discuss the major components with students as a follow-up.
    g. File valuable information.

30. Participate in professional education organizations.
    a. Read journals from professional education organizations.
    b. Write articles for journals pertaining to local career education activities.
    c. Attend seminars sponsored by the organizations.
    d. Serve as a career education resource person at conferences sponsored by the professional organizations.
    e. Serve as a planning committee member emphasizing career education.

31. Establish student feedback systems.
    a. Provide an open and honest atmosphere for student learning.
    b. Counsel students in a non-threatening manner.
    c. Evaluate how students respond, be it oral or written, as it pertains to self awareness and career awareness.
    d. Encourage teachers to use daily evaluative techniques.

32. Expand world of work experience.
    a. Talk to resource people in the community.
    b. Go on field trips or tours.
    c. Listen to resource people in the classroom.
    d. Utilize summer employment.
    e. Participate in civic organizations.
    f. Attend university graduate classes designed to expand world of work experiences.

33. Establish career education performance standards.
    a. Determine the short and long range career education goals and objectives for each grade level.
    b. Assist each teacher in writing performance objectives to meet the respective goals and objectives.

c. Assist each teacher in designing activity oriented learning experiences to correlate with the performance objectives.

34. Illustrate academic and vocational skill relationships.

a. Assist teachers in designing and implementing units of instruction that require students to use both academic and vocational skills.
b. Illustrate the relationship between academic and vocational skills in small group counseling.
c. Request resource people to discuss the relationship between academic and vocational skills.

35. Identify occupational clusters.

a. Contact United States Office of Education personnel.
b. Utilize Dictionary of Occupational Titles.
c. Contact intermediate school district personnel.
d. Identify occupational codes within each cluster.

36. Assess student performance strengths.

a. Talk with teachers.
b. Evaluate comments in student records on file.
c. Observe student performance.
d. Utilize small group or one-to-one counseling.
e. Evaluate results from standardized tests.

37. Design optimum career learning environment.

a. Provide an open and honest atmosphere for student learning.
b. Counsel students in a non-threatening manner.
c. Determine the students' needs and interests.
d. Assist teachers in designing learning activities to meet those needs and interests.

38. Identify avocational and vocational relationships.

a. Talk to resource people.
b. Talk to parents concerning their occupations.
c. Request resource people to illustrate these relationships when speaking to a class.

MIDDLE OR JUNIOR HIGH COUNSELOR MODEL

Below are listed the 47 competency statements and performance criteria.

1. Develop interpersonal skills.
    a. Use commercial resource materials to promote interpersonal skills.
    b. Set a good example.
    c. Provide an open and honest atmosphere for student learning.
    d. Utilize one-to-one small group counseling to discuss the implications of good interpersonal skills in life for the student.
    e. Provide student learning activities requiring the use of good interpersonal skills.

2. Promote student's acceptance of responsibility.
    a. Provide an open and honest atmosphere for student learning.
    b. Design learning activities that place student in the position to accept and carry out responsibility.
    c. Counsel students on the merits of accepting responsibility.
    d. Brainstorm with students concerning various career options available and allow them to select areas of interest to explore.

3. Use community people as career education resource personnel.
    a. Contact intermediate school district personnel.
    b. Ask parents to explain their occupations.
    c. Ask businessmen to explain their occupations.
    d. Ask businessmen to allow students to observe the operation of their occupation for a short period of time.
    e. Ask resource people to help stress the importance of good human relations.

4. Provide student awareness experiences.
    a. Invite parents to the classroom to explain their occupations.
    b. Go on field trips in small interest groups.
    c. Place students in the community for a short period of time.
    d. Small group counseling to provide student with career awareness experiences.

5. Develop a community resource file.
    a. Involve students in developing the file.
    b. Ask for assistance from teachers in developing the file.
    c. Include pertinent career information: name, address, area of expertise, hours available, dates of school involvement.
    d. Arrange resources by cluster.
    e. Arrange names in alphabetical order within cluster groups.

6. Utilize problem solving skills.
    a. Counsel students about their interests and abilities.
    b. Brainstorm with the students, various career options that would correlate with their interests and abilities.
    c. Encourage students to make own selection of career options available to them that would correlate with their interests and abilities.
    d. Assist teachers in designing individual activity oriented learning experiences that require the student to solve problems.
    e. Counsel students concerning the implications of various options selected.

7. Promote student self evaluation.
    a. Provide a non-threatening self learning atmosphere.
    b. Through small group or one-to-one counseling, get the student to realize where he has been and where he is at the present as it pertains to self awareness and career exploration.
    c. Make them aware of their apparent strengths as they pertain to various career options.
    d. Counsel each student about short range goals and objectives.

8. Utilize group counseling techniques.
    a. To provide student awareness experiences.
    b. Design counseling which is activity oriented.
    c. With small interest groups, discuss in detail career options and various occupation requirements within the select career options.

9. Utilize career education inservice training.

    a. Help develop career education goals and objectives for the local school system.
    b. Assist teachers in planning units of instruction for career exploration centered around the career cluster concept.
    c. Coordinate student visits to the community for career exploration.
    d. Counsel students concerning their short range career education goals and objectives.

10. Assess student performance strengths.

    a. Talk with teachers.
    b. Utilize parent conferences.
    c. Observe student performances.
    d. Utilize small group or one-to-one counseling.
    e. Evaluate remarks from supervisors while student is out in the community.
    f. Evaluate results from standardized tests.

11. Develop long range career education plans.

    a. Encourage the optimum amount of self-awareness and career awareness.
    b. Assess individual students' strengths.
    c. Counsel students regarding the requirements of various occupations within their selected career clusters.
    d. Counsel students concerning a "plan of action" which would help them meet their stated career goals and objectives.

12. Expand world of work experiences.

    a. Talk to resource people in the community.
    b. Go on field trips or tours.
    c. Listen to resource people in the classroom.
    d. Visit students while they are out in the community.
    e. Utilize summer employment.
    f. Attend university graduate classes designed to expand world of work experiences.
    g. Coordinate business, industry, and education day at the school.

13. Utilize career oriented library resources.

    a. Locate materials in career education centers in the school.

   b. Assist teachers in developing units of instruction utilizing these materials to provide career exploration experiences centered around the career cluster concept.
   c. Use as supplemental materials to existing instructional materials.

14. Involve teachers in revising instructional programs.

   a. Meet with department chairpeople to discuss the stated career education goals and objectives.
   b. Determine the needs of the students as pertaining to the stated career education goals and objectives.
   c. Serve as a resource person about what career education materials are available for instruction.
   d. Serve as coordinator in revising instructional units among grade levels or various departments.

15. Promote student creativity.

   a. Provide an open and honest atmosphere for student learning.
   b. Promote learning activities which will encourage students to be venturesome and open to self awareness activities and to explore various careers.
   c. Design activities which will allow students to spend time out in the community exploring various careers.
   d. Encourage administrators to implement more flexible schedules for teachers and students.

16. Identify potential drop-outs.

   a. Observe student performance.
   b. Talk to teachers.
   c. Evaluate comments in students files.
   d. Counsel individual students about motivation and attitude.
   e. Evaluate results from standardized tests.

17. Utilize career oriented materials.

   a. Introduce teachers to careers within various career clusters.
   b. Utilize demonstrations and simulation techniques.
   c. Prepare bulletin boards and displays.
   d. Use resource materials.
   e. Prepare displays at business, industry, and education days at the school.

18. Provide active career education leadership.

    a. Identify educational personnel interested in career education.
    b. Assist in defining career education for the local school system.
    c. Assist in developing units of career oriented instruction emphasizing "hands-on" learning activities.
    d. Coordinate student visits to community places of interest.
    e. Serve as coordinator of school-community career oriented activities.
    f. Serve as speaker at community activities.

19. Utilize individual motivational systems.

    a. Coordinate individual student visits to places of interest in the community.
    b. Assist in developing individualized instructional units designed for student exploration of various careers.
    c. Assist teachers in developing individualized learning contracts.
    d. Counsel students about the needed components to meet their career goals.

20. Establish student feedback systems.

    a. Provide an open and honest atmosphere for student learning.
    b. Counsel students in a non-threatening manner.
    c. Evaluate how students respond, be it oral or written, as it pertains to self awareness and career exploration activities.
    d. Encourage teachers to use daily evaluative techniques.
    e. Counsel students after they return from observing businesses of individual interest in the community.

21. Identify employment opportunities.

    a. Contact employers in the community.
    b. Contact U.S. Department of Labor personnel.
    c. Contact state employment agency personnel.
    d. Contact trade organization personnel.
    e. Read newspaper classified ads.

22. Assess student performance handicaps.

    a. Talk with teachers.

b. Utilize parent conferences.
c. Observe student performances.
d. Utilize small group or one-to-one counseling.
e. Evaluate results from standardized tests.
f. Evaluate comments from supervisors while student is out observing businesses of individual interest in the community.

23. Determine career development options.

a. Counsel students to encourage them to examine their own personal values.
b. Counsel students to encourage them to explore careers in the various career clusters.
c. Encourage students to correlate their values with the requirements of various careers.

24. Use pre- and post-assessment techniques.

a. Utilize in evaluation of instruction.
b. Utilize in evaluation of self awareness learning activities.
c. Utilize in evaluation of career exploration learning activities; i.e., observing businesses of individual interest in the community.

25. Design life oriented programs.

a. Encourage all educational personnel to promote all areas of total life for the students.
b. Provide education in decision making and problem solving skills within the self awareness and career exploration learning activities.
c. Design educational programs to include each segment of society of the community.

26. Develop career education information service.

a. Involve students in gathering information from various trade organizations, state, labor organizations, and professional organizations.
b. Place information in a central location equipped with a moveable cart for taking information to various places within the school.
c. Organize materials by career cluster.
d. Provide updated materials.

27. Practice a career education philosophy.

a. Be aware of the implications of career education components pertaining to the entire education of the individual student.

c. Talk with civic organization personnel.
d. Talk with businessmen while doing personal business.
e. Utilize telephone yellow pages.
f. Utilize newspaper classified ads.

33. Develop short range career education plans.

a. Determine career education needs of the students.
b. Determine local manpower needs of the community.
c. Assist teachers in developing performance objectives to meet these two needs.

34. Identify employment procedures.

a. Involve students in identifying employment procedures.
b. Contact employers.
c. Contact personnel managers.
d. Contact personnel at local employment agencies.

35. Identify occupational clusters.

a. Contact United States Office of Education personnel.
b. Utilize _Dictionary of Occupational Titles_.
c. Contact intermediate school district personnel.
d. Identify occupational codes within each cluster.

36. Define career education concept.

a. Evaluate the career education needs of the students.
b. Evaluate the entire community manpower needs.
c. Work with educational personnel to determine what educational components are needed to match the student's needs with the needs of the community.

37. Illustrate academic and vocational skill relationships.

a. Assist teachers in designing and implementing units of instruction that require students to use both academic and vocational skills.
b. Illustrate the relationship between academic and vocational skills in small group counseling.
c. Encourage resource people to discuss the relationship between academic and vocational skills.

38. Evaluate career oriented curriculum.

a. Utilize student feedback.
b. Correlate student performance with the goals and objectives of the curriculum.

c. Evaluate the daily comments as written on daily lesson plans by the teacher.
d. Encourage administrators to allow release time to revise and implement suggested changes in the curriculum.

39. Identify career oriented consultant services.

a. Contact intermediate school district personnel.
b. Contact state education personnel.
c. Contact university personnel.
d. Contact personnel from other local school districts.

40. Utilize parent organizations.

a. Utilize members to serve as teacher aids.
b. Utilize members to serve as career oriented resource people.
c. Utilize members to assist with field trips.
d. Utilize members to assist in identifying places in the community for student observation.
e. Utilize members to assist in publicizing local career education activities.

41. Participate in professional education organizations.

a. Read journals published by the professional organizations.
b. Write career education articles for journal publications.
c. Attend workshops and conferences sponsored by the professional education organizations.
d. Serve as a participant at workshops and conferences sponsored by the professional education organization.

42. Disseminate local career education activities.

a. Write articles in professional journals.
b. Participate in activities sponsored by professional organizations.
c. Write articles in newspapers.
d. Cooperate with the local career education planning district.
e. Utilize parent conferences.

43. Identify area skill center function.

a. Participate in inservice training sessions.
b. Attend university graduate classes.

   c. Talk with guidance counselor(s) from the area skill center.
   d. Counsel students to illustrate how this function can provide career exploration and career preparation experiences.

44. Identify avocational and vocational relationships.

   a. Talk to resource people.
   b. Talk to parents concerning their occupation.
   c. Request resource people to illustrate this relationship when speaking to a class.

45. Describe work ethic concept.

   a. Talk with employers in the community concerning their perception of the work ethic.
   b. Talk with personnel managers in the community concerning their perception of the work ethic.
   c. Talk with other educational personnel concerning their perception of the work ethic.
   d. Counsel students concerning the implications of the work ethic.
   e. Encourage teachers to stress the work ethic concept in the daily lesson plans.
   f. Encourage supervisors of students while observing businesses of interest in the community, to stress the implications of the work ethic.

46. Utilize instructional feedback information.

   a. Utilize this information, be it brochures or a computerized printout, in small group interest group counseling.
   b. Allow students to browse through this material at their leisure in a career education center.
   c. Integrate this information with instructional units designed for career awareness and career exploration purposes.
   d. Encourage students to use this information in selection of career options that correlate with their interest and ability.

47. Design optimum career learning environments.

   a. Provide an open atmosphere for student learning.
   b. Counsel in a non-threatening manner.
   c. Determine the students needs and interests.
   d. Assist teachers in designing learning activities to meet these needs and interests.

SECONDARY COUNSELOR MODEL

Below are listed the 40 competency statements and performance criteria.

1. Develop interpersonal skills.

   a. Use commercial resource materials to promote interpersonal skills.
   b. Set a good example.
   c. Provide an open and honest atmosphere for student learning.
   d. Utilize one-to-one or small group counseling discussing the implications of good interpersonal skills in life for the student.
   e. Provide student learning activities requiring the use of good interpersonal skills.

2. Promote student acceptance of responsibility.

   a. Provide open and honest atmosphere for student learning.
   b. Design activities that place the student in the position to accept and carry out responsibility.
   c. Encourage teachers to use problem solving instruction models.
   d. Promote student involvement in student educational organizations.
   e. Counsel students about the merit of accepting responsibility.

3. Use community people as career education resource personnel.

   a. Ask parents and other members of the community to speak to the classes concerning various careers in an attempt to provide additional career awareness and exploration.
   b. Help place students in the community businesses be it for a very short observation time or placement in cooperate education career experience.
   c. Solicit their assistance for student field trips.
   d. Solicit their assistance as teacher aids.
   e. Secure their assistance in sponsoring "career days" or "business education days" for the students.

4. Practice a career education philosophy.

   a. Be aware of the implications of career education pertaining to the entire education of the individual student.

   b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.
   c. Design activity oriented learning experiences in an attempt to provide awareness, exploration, and preparation for career experiences.

5. Provide student awareness experiences.

   a. Provide field trips.
   b. Involve community people in simulated classroom activities.
   c. Counsel students using printed materials pertaining to careers.
   d. Provide a career education center for student browsing.
   e. Encourage teachers to assign sections of the community for the students to interview and/or spend a short period of time with individual businessmen.

6. Identify employment opportunities.

   a. Contact employers in the community.
   b. Contact United States Department of Labor personnel.
   c. Contact state employment agency personnel.
   d. Contact trade organization personnel.
   e. Utilize newspaper classified ads.

7. Involve teachers in revising institutional programs.

   a. Identify interested teachers.
   b. Serve on instruction revision committees.
   c. Provide consultative services.
   d. Help prepare various grade level career education goals and objectives.

8. Provide active career education leadership.

   a. Help develop career education goals and objectives for the local school system.
   b. Help plan career education instruction with teachers.
   c. Help develop a career education center in the school system.
   d. Work with media specialists in evaluating career education materials.
   e. Work with teachers and community leaders in designing learning activities for students.

9. Establish student feedback systems.

   a. Provide an open and honest learning environment.
   b. Counsel students in a non-threatening manner.
   c. Evaluate what students say, be it oral or written, as it pertains to their goals and objectives.
   d. Follow-up on graduates.
   e. Encourage teachers to use daily evaluative techniques.

10. Promote student self evaluation.

   a. Counsel students about their career goals and objectives.
   b. Counsel students illustrating various career options available to them.
   c. Counsel students to help them evaluate where they have been, where they are, and where they are going.

11. Define career education concept.

   a. Evaluate the career education needs of the students.
   b. Evaluate the entire community manpower needs.
   c. Work with educational personnel to determine what educational components are needed to correlate the students needs with the needs of the community.

12. Identify community career oriented resource personnel.

   a. Involve students to help identify these people through visiting and interviewing sections of the community.
   b. Talk with trade organization personnel.
   c. Talk with civic organization personnel.
   d. Talk with businessmen while doing personal business.
   e. Utilize telephone yellow pages.
   f. Utilize newspaper classified ads.

13. Identify cooperative education function.

   a. Participate in inservice training sessions.
   b. Attend university graduate classes.
   c. Counsel students, especially at the lower secondary level, about how cooperative education can provide career preparation experiences.
   d. Work with cooperative education teacher in planning related instruction to meet the needs of students.

14. Identify area skill center function.

   a. Participate in inservice training sessions.

b. Attend university graduate classes.
c. Talk with guidance counselor(s) from the area skill center.
d. Counsel students to illustrate how this function can provide career preparation experiences.

15. Publicize career education in the community.

   a. Publish articles in the local newspapers.
   b. Publish articles in school newspapers.
   c. Sponsor parent-student conferences.
   d. Promote school-community activities.
   e. Sponsor open house at the school.
   f. Speak to civic organizations.

16. Utilize career oriented materials.

   a. Assist teachers in developing units of instruction centered around the cluster concept utilizing career oriented materials.
   b. Develop career education resource centers.
   c. Organize hall displays and bulletin boards.
   d. Sponsor student seminars.
   e. Utilize small group counseling.

17. Utilize decision making components.

   a. Counsel students about their personal values.
   b. Counsel students pertaining to various career options available to them.
   c. Encourage students to make decisions about the career options that correlate with their personal values.
   d. Assist students in evaluating career alternatives periodically.

18. Utilize career education inservice training.

   a. Help develop career education goals and objectives for the local school system.
   b. Assist teachers in planning units of instruction centered around the career cluster concept.
   c. Counsel students concerning their short and long range career education goals.

19. Disseminate local career education activities.

   a. Write articles in professional journals.
   b. Participate in activities sponsored by professional organizations.
   c. Write articles in newspapers.
   d. Cooperate with the local career education planning district.

20. Participate in professional education organizations.

    a. Attend inservice meetings sponsored by professional organizations.
    b. Read literature from the organizations.
    c. Serve as speaker at functions sponsored by the organizations.

21. Develop long range career education plans.

    a. Encourage all educational personnel to believe in the merits of career education.
    b. Determine the career needs of the students.
    c. Determine the projected manpower needs of the local community, state, and nation.
    d. Work with all educational personnel to determine the goals and objectives pertinent to the local school district for periods of five years and ten years.

22. Utilize instructional feedback information.

    a. Utilize this information, be it brochures or a computerized printout, in small interest group counseling.
    b. Allow students to browse through this material at their leisure in a career education center.
    c. Integrate this information with instructional units designed for career preparation.
    d. Encourage students to use this information in selection of career options that correlate with their interest and ability.

23. Determine career development options.

    a. Counsel students to encourage them to examine their own personal values.
    b. Counsel students to encourage them to explore careers in the various career clusters.
    c. Encourage students to correlate their values with the requirements of various careers.

24. Evaluate student's career development plan.

    a. Evaluate, with the student, the correlation between their values and the career requirements of their choice.
    b. Counsel students to determine: where they have been, where they are presently, where they appear to be going.

  c. Make recommendations about the further development of this plan.

25. Expand world of work experience.

    a. Visit classes.
    b. Visit industries and business.
    c. Listen to resource people.
    d. Participate in civic organizations.
    e. Go on student field trips.
    f. Work with cooperative education teachers.

26. Utilize individual motivational systems.

    a. Assist teachers in developing learning contracts.
    b. Counsel with teachers concerning information for performance objectives.
    c. Provide an open and honest atmosphere for students while counseling.
    d. Counsel students about the needed components to meet their career goals.

27. Implement self learning centers.

    a. Solicit assistance from industry asking them to discuss various areas of need in the classroom and/or the lab and their function in preparing the student for job entry skills or further education.
    b. Work with administrators and teachers in planning these centers.
    c. Work with teachers in planning activity oriented learning experiences which utilize these self learning centers.

28. Evaluate career oriented curriculum.

    a. Utilize student feedback.
    b. Ask employers of cooperative education students to report on the needs of the students.
    c. Encourage teachers to write on daily lessons suggestions for improvement as they pertain to the entire curriculum.
    d. Encourage administrators to allow release time to revise and implement suggested changes in the curriculum.

29. Identify occupational clusters.

    a. Contact United States Office of Education personnel.

   b. Utilize the Dictionary of Occupational Titles.
   c. Contact the intermediate school district personnel.
   d. Identify occupational codes within each cluster.

30. Develop short range career education plans.

   a. Utilize an advisory council consisting of lay community members.
   b. Determine career education needs of the students.
   c. Determine local manpower needs.
   d. Assist teachers in developing performance objectives to meet these two needs.

31. Promote student creativity.

   a. Create atmosphere conducive to allowing the students to be open and innovative.
   b. Provide ideas and suggestions for the solution of a problem.
   c. Encourage teachers to design learning activities which are conducive to student exploration.

32. List decision making components.

   a. Where have I been?
   b. Where am I presently?
   c. Where am I going?
   d. How am I going to get there?

33. Develop a career education rationale.

   a. Utilize advisory council consisting of lay community members.
   b. Determine employment needs.
   c. Determine student drop-out rate of the school system.
   d. Determine welfare costs to local community.
   e. Indicate that it will build work force in community.
   f. Indicate that low skill entry jobs are not in demand.
   g. Indicate that it requires teaching in reality.

34. Identify career oriented consultive services.

   a. Contact intermediate school district personnel.
   b. Contact state education personnel.
   c. Contact university personnel.
   d. Contact personnel from other local school districts.

35. Assess student performance strengths.

    a. Observe student in all educational settings.
    b. Evaluate remarks in student folders.
    c. Evaluate student verbal comments.
    d. Evaluate student written comments.
    e. Evaluate standardized test results.

36. Utilize problem solving skills.

    a. Encourage students to use skills in exploring career options.
    b. Encourage students to use skills in all life settings.
    c. Encourage teachers to design learning activities which require students to utilize skills.
    d. Encourage students to utilize skills during counseling.

37. Monitor economic trends.

    a. Utilize this information for more effective counseling of students pertaining to careers both locally and throughout the nation.
    b. Utilize this information for more effective consultative services to teachers.

38. Monitor educational trends.

    a. Utilize the information to more effectively meet the needs and interests of students.
    b. Talk to university personnel.
    c. Talk to community college personnel.
    d. Talk to intermediate school district personnel.

39. Formulate student's career development plan.

    a. Help student expand awareness and exploration of careers.
    b. Promote hands-on learning activities in actual career situations.
    c. Help student to more effectively understand "self."
    d. Discuss results of standardized tests; i.e., self concept adjustment and values tests: vocational maturity tests, interest inventory tests, aptitude tests.
    e. Discuss with the student an "occupational ladder" which gets him to his occupational goals and objectives.

40. Design optimum career learning environments.

    a. Provide an open and honest atmosphere for student learning.
    b. Counsel in a non-threatening manner.
    c. Determine the students needs and interests.
    d. Assist teachers in designing learning activities to meet these needs and interests.

ELEMENTARY ADMINISTRATOR MODEL

Below are listed the 42 competency statements and performance criteria.

1. Involve teachers in revising instructional programs.
    a. Identify interested teachers.
    b. Provide release time for revising instructional programs.
    c. Provide consultative services.
    d. Be supportive of innovative ideas and suggestions.
    e. Encourage teachers to prepare career education goals and objectives for various grade levels.

2. Evaluate career oriented curriculum.
    a. Utilize student feedback.
    b. Encourage teachers to correlate student performances with the goals and objectives of the curriculum.
    c. Encourage the evaluation of the daily lesson plans on a daily basis.
    d. Encourage the teachers to implement these daily comments when revising the career oriented curriculum.

3. Sell career education to community.
    a. Identify interested educational personnel.
    b. Utilize career education consultants.
    c. Utilize parent-student conferences.
    d. Utilize speaking engagements.

4. Promote student self evaluation.
    a. Provide an open and honest atmosphere for student learning.
    b. Encourage teachers to develop instructional units pertaining to self image.
    c. Encourage counselors to counsel students in developing student self image.
    d. Encourage students to question their own actions.

5. Publicize career education in the community.
    a. Publish articles in the local newspapers.
    b. Publish articles in the local school newspapers.
    c. Sponsor parent-student conferences.
    d. Promote school-community activities.
    e. Attend open house at the school.
    f. Speak at civic organizations.

6. Establish student feedback systems.

    a. Provide an open and honest learning environment.
    b. Encourage educational personnel to counsel students in a non-threatening manner.
    c. Evaluate what students say, be it oral or writte, as it pertains to their goals and objectives.
    d. Follow-up on graduates.
    e. Encourage teachers to use daily evaluative techniques.

7. Use pre- and post-assessment techniques.

    a. Encourage teachers to utilize in evaluation of instruction.
    b. Encourage teachers and counselors to utilize in evaluation of self awareness learning activities.
    c. Encourage teachers to utilize in evaluation of career awareness learning activities.

8. Utilize career education accountability model.

    a. Use the model as a basis for developing a career education rationale for the local school system.
    b. Use the model as a basis for planning career education goals and objectives for the local school system.
    c. Use the model for direction in planning instruction for the various grade levels.
    d. Use the model for direction in planning learning activities for the various grade levels.

9. Utilize career education inservice training.

    a. Help develop career education goals and objectives for the local school system.
    b. Encourage teachers to develop instructional units pertaining to self and career awareness.
    c. Encourage counselors to assist, in small group counseling, in developing self awareness and career awareness learning activities.
    d. Assist in planning and implementing school-wide activities pertaining to career awareness.

10. Practice a career education philosophy.

    a. Be aware of the implications of career education components pertaining to the entire education of the individual student.

- b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.
- c. Encourage teachers to provide activity oriented learning experiences in an attempt to provide self awareness and career awareness experiences for the students.

11. Design optimum career learning environments.

- a. Provide an open and honest atmosphere for student learning.
- b. Counsel students in a non-threatening manner.
- c. Assist in determining the students' needs and interests.
- d. Encourage teachers to design learning activities to meet those needs and interests.

12. Develop a career education rationale.

- a. Indicate that career education makes students more aware of themselves and their potential.
- b. Indicate that career education makes students aware of various careers available to them.
- c. Indicate that career education teaches problem solving skills.
- d. Indicate that career education teaches decision making skills.
- e. Indicate that career education teaches human relation skills.

13. Define career education concept.

- a. Include the career awareness needs of the students and how they relate to the careers in the community.
- b. Include the awareness components for a total life style and how their relationship correlates to the needs of the students.
- c. Include awareness experiences which pertain to the various clusters of occupations.

14. Evaluate career education programs.

- a. Utilize an advisory council consisting of lay community members.
- b. Utilize pre- and post-assessment techniques pertaining to student performance and student attitude change.
- c. Determine the student drop out rate in the school system over a period of a given time.

d. Determine the student placement rate over a period of time.
e. Analyze components of the work force in the community.

15. Plan career oriented instructional facilities.

a. Provide an open and honest atmosphere for student learning.
b. Encourage involvement from parents and businessmen concerning advice and implementation assistance.
c. Encourage teachers to plan and implement self learning centers for student learning.
d. Provide references relevant to the students needs and interests.

16. Provide active career education leadership.

a. Identify educational personnel interested in career education.
b. Assist in defining career education for the local school system.
c. Support teachers in planning career oriented instructional facilities.
d. Encourage teachers to develop units of career oriented instruction emphasizing "hands-on" learning activities.
e. Serve as speaker at community activities.

17. Utilize parent organizations.

a. Utilize members to serve as career oriented resource people.
b. Utilize members as teacher aids.
c. Utilize members to assist with field trips.
d. Utilize members or groups of members in publicizing local career education activities.

18. Recruit career oriented staff.

a. Contact appropriate placement agencies.
b. Determine candidates attitude toward career education.
c. Determine candidates world of work experience in careers other than education.
d. Determine candidates open classroom management ability.
e. Determine if candidates can work with present education staff.

19. Use community people as career education resource personnel.

    a. Contact intermediate school district personnel.
    b. Ask parents to explain their occupations.
    c. Ask businessmen to explain their occupations.
    d. Ask resource people to stress the importance of good human relations.
    e. Encourage resource people to use simulation techniques for more effective student awareness of the various careers in the community.

20. Utilize instructional feedback information.

    a. Encourage educational personnel to utilize this information, be it brochures or a computerized printout, in small interest group teaching or counseling.
    b. Encourage students to browse through this material at their leisure in a career education center.
    c. Encourage teachers to integrate this information with instructional units designed for self awareness and career awareness.

21. Involve parent organizations in instructional evaluation.

    a. Utilize members to brainstorm methods of evaluating instruction.
    b. Utilize members to assist as teacher aids and solicit their opinion of the instruction periodically.
    c. Utilize members to assist in observing students attitudes toward the instruction.

22. Promote student's acceptance of responsibility.

    a. Provide an open and honest atmosphere for student learning.
    b. Encourage teachers to design learning experiences with several choices of activities available to the student.
    c. Encourage educational personnel to allow the students to decide what they can accomplish.
    d. Encourage the use of positive reinforcement techniques.

23. Utilize career oriented materials.

    a. Introduce careers within various career clusters to all educational personnel.

- b. Encourage teachers to allow students to develop their own career oriented materials packet.
- c. Encourage students to browse through materials in the classroom, library, or career center.
- d. Encourage teachers to integrate career materials into existing materials.
- e. Encourage students and teachers to make displays utilizing these materials.

24. Develop interpersonal skills.

    - a. Use commercial resource materials to promote interpersonal skills.
    - b. Encourage all educational personnel to set a good example.
    - c. Provide an open and honest atmosphere for student learning.
    - d. Encourage teachers to design student learning activities which require the use of good interpersonal skills.

25. Utilize decision making components.

    - a. Encourage all educational personnel to assist students in discussing their personal values and beliefs.
    - b. Encourage all educational personnel to assist students in becoming aware of careers in various career clusters.
    - c. Encourage students to assess where they have been and where they want to go as it pertains to the various careers.

26. Establish career education performance standards.

    - a. Examine the stated career education goals and objectives for the school system as well as for each grade level.
    - b. Assist teachers in developing instruction to meet the stated goals and objectives.
    - c. Assist teachers in developing instructional performance objectives for student learning within each grade level.

27. Write teacher selection criteria.

    - a. Base selection criteria on the stated career education goals and objectives for the school system.
    - b. Include attitude toward career education.
    - c. Include amount of world of work experience.

   d. Include ability to manage classroom activity.
   e. Include ability to work with present educational staff.

28. Identify potential drop-outs.

   a. Observe student performance.
   b. Talk with teachers and counselors.
   c. Counsel with individual students as to motivation and attitude.
   d. Utilize parent-student conferences.
   e. Evaluate results from standardized tests.

29. Identify career oriented consultant services.

   a. Contact intermediate school district personnel.
   b. Contact state education personnel.
   c. Contact university personnel.
   d. Contact personnel from other local school districts.

30. Establish career education priorities.

   a. Utilize advisory council consisting of lay community members.
   b. Determine the career education needs of the students.
   c. Determine the manpower needs of the community.
   d. Examine the career education goals and objectives of the local school system.
   e. Encourage teachers to develop career education instruction and learning activities based on these needs and stated objectives and then infuse these components into the existing classroom instruction.

31. Promote student creativity.

   a. Provide an open and honest atmosphere for student learning.
   b. Treat students as responsible people.
   c. Implement flexible schedules for teachers and students.
   d. Encourage teachers to develop learning activities which will allow students to be venturesome and open to self awareness and career awareness experiences.

32. Disseminate local career education activities.

   a. Write articles in professional journals.
   b. Participate in activities sponsored by professional organizations.

c. Write articles in newspapers.
d. Cooperate with the local career education planning district.
e. Utilize parent-student conferences.

33. List decision making components.

a. Where have I been?
b. Where am I presently?
c. Where am I going?
d. How am I going to get there?

34. Utilize program review committees.

a. Evaluate goals and objectives for each grade level.
b. Evaluate present career education units for each grade level.
c. Evaluate results from student progress evaluative techniques.
d. Make recommendations on program alterations.

35. Participate in professional education organizations.

a. Read journals from professional education organizations.
b. Write articles for journals pertaining to local career education activities.
c. Attend seminars sponsored by the professional organizations.
d. Serve as a career education resource person at conferences sponsored by the professional organizations.
e. Serve as a planning committee member emphasizing career education.

36. Expand world of work experience.

a. Talk to resource people in the community.
b. Go on field trips or tours.
c. Listen to resource people in the classroom.
d. Utilize summer employment.
e. Participate in civic organizations.
f. Attend university graduate classes designed to expand world of work experiences.

37. Implement self learning centers.

a. Ask for involvement from parents and businessmen concerning advice and implementation assistance.
b. Plan the centers to meet the career awareness and self awareness needs of the students.
c. Evaluate the self learning centers in other schools.

   d. Set up problem solving self learning centers.
   e. Encourage teachers to evaluate student performance periodically at each center.

38. Utilize individualized motivational systems.

    a. Determine the students likes and dislikes.
    b. Encourage teachers to design individualized instructional units oriented for student self awareness and career awareness.
    c. Utilize individualized learning contracts in the upper elementary grades.
    d. Encourage the use of positive reinforcement techniques.

39. Provide student awareness experiences.

    a. Utilize resource people from the community.
    b. Encourage the use of role playing in the classroom.
    c. Encourage the use of simulation techniques in the classroom.
    d. Encourage the use of field trips.
    e. Encourage teachers to design activity oriented instruction pertaining to careers in the various career clusters.
    f. Utilize audio-visual materials.

40. Write career education goals.

    a. Contact intermediate school district personnel.
    b. Utilize an advisory council consisting of lay community members.
    c. Determine the self awareness and career awareness needs of the students.
    d. Determine the manpower needs of the community.
    e. Develop goals and objectives based on these needs.

41. Design career education skill programs.

    a. Encourage teachers to design individualized instruction that requires the student to participate in "hands-on" learning experiences.
    b. Simulate practical application of skills in the classroom.
    c. Utilize resource people that emphasize the relationship of skills to subject matter theory.
    d. Require students to apply skills to subject matter skills at the self learning centers.

42. Design life oriented programs.

    a. Encourage all educational personnel to promote all areas of total life for the students.

b. Provide education in decision making and problem solving skills within the self awareness and career awareness learning activities.
c. Encourage all educational personnel to provide educational programs to include each segment of society of the community.

MIDDLE OR JUNIOR HIGH ADMINISTRATOR MODEL

Below are listed the 33 competency statements and performance criteria.

1. Design optimum career learning environments.

   a. Provide an open and honest atmosphere for student learning.
   b. Counsel students in a non-threatening manner.
   c. Assist in determining the students' needs and interests.
   d. Encourage teachers to design learning activities to meet these needs and interests.
   e. Provide flexible scheduling.

2. Involve teachers in revising instructional programs.

   a. Contact intermediate school district personnel.
   b. Provide release time for revising instructional programs.
   c. Identify interested teachers.
   d. Be supportive of innovative ideas and suggestions.
   e. Encourage teachers to prepare career education goals and objectives for various grade levels or departments.

3. Utilize career education inservice training.

   a. Help develop career education goals and objectives for the local school system.
   b. Encourage teachers to develop instructional units pertaining to self awareness and career exploration.
   c. Encourage counselors to assist, in small group counseling, in developing self awareness and career exploration experiences.
   d. Assist in planning and implementing school-wide activities pertaining to career exploration.

4. Use community people as career education resource personnel.

   a. Contact intermediate school district personnel.
   b. Ask parents to explain their occupations.
   c. Ask businessmen to explain their occupations.
   d. Ask resource people to stress the importance of good human relations.
   e. Encourage resource people to use simulation techniques when talking to the class.
   f. Ask businessmen to allow students to observe the operation of their occupation for a short period of time.

5. Define career education concept.

    a. Evaluate the career education needs of the students.
    b. Evaluate the entire community manpower needs.
    c. Work with other educational personnel to determine what educational components are needed to correlate the student needs with the needs of the community.

6. Promote student creativity.

    a. Provide an open and honest atmosphere for student learning.
    b. Use positive reinforcement techniques.
    c. Encourage teachers to develop instruction which will allow students to be venturesome and open to self awareness and career exploration.
    d. Provide flexible scheduling.

7. Provide active career education leadership.

    a. Identify educational personnel interested in career education.
    b. Assist in defining career education for the local school system.
    c. Support teachers in planning career oriented instructional facilities.
    d. Encourage teachers to develop units of career oriented instruction emphasizing "hands-on" learning activities.
    e. Serve as speaker at community activities.

8. Evaluate career oriented curriculum.

    a. Utilize student feedback.
    b. Encourage teachers to correlate student performances with the goals and objectives of the curriculum.
    c. Encourage the evaluation of the daily lesson plans on a daily basis.
    d. Encourage the teachers to implement these daily comments when revising the career oriented curriculum.

9. Practice a career education philosophy.

    a. Be aware of the implications of career education components pertaining to the entire education of the individual student.
    b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.
    c. Encourage teachers to provide activity oriented learning experiences in an attempt to provide self awareness and career exploration experiences for the student.

10. Develop interpersonal skills.

    a. Use commercial resource materials to promote interpersonal skills.
    b. Encourage all educational personnel to set a good example.
    c. Provide an open and honest atmosphere for student learning.
    d. Encourage teachers to design student learning activities which require the use of good interpersonal skills.

11. Provide student awareness activities.

    a. Invite parents to the classroom to explain their occupations to the class.
    b. Invite businessmen to the classroom to explain their business to the class.
    c. Promote the use of field trips.
    d. Place students in the community for a short period of time to observe individual businesses.
    e. Promote the use of audio visual materials.

12. Promote student self-evaluation.

    a. Provide an open and honest atmosphere for student learning.
    b. Discuss with the student where they have been and where they appear to be presently as it pertains to self awareness and career exploration.
    c. Make them aware of their apparent strengths as they pertain to various career options.
    d. Encourage students to question themselves in a non-threatening self learning atmosphere.
    e. Assist students in planning short range career goals and objectives.

13. Expand world of work experience.

    a. Talk to resource people in the community.
    b. Go on field trips or tours.
    c. Listen to resource people in the classroom.
    d. Utilize summer employment.
    e. Participate in civic organizations.
    f. Attend university graduate classes designed to expand world of work experiences.

14. Establish student feedback systems.

    a. Provide an open and honest environment for student learning.

  b. Evaluate how students respond, be it oral or written, as it pertains to self awareness and career exploration.
  c. Encourage team teachers to use daily evaluative techniques.
  d. Encourage teacher to discuss with student the major components of the occupations after they return from observing businesses of interest in the community.

15. Publicize career education in the community.

  a. Publish articles in the local newspaper.
  b. Publish articles in the school newspaper.
  c. Sponsor parent-student conferences.
  d. Promote school-community activities.
  e. Sponsor the open house at the school.
  f. Speak at civic organizations.

16. Evaluate career education programs.

  a. Utilize an advisory council consisting of lay community members.
  b. Utilize pre- and post-assessment techniques.
  c. Determine the student drop-out rate in the school system over a period of time.
  d. Determine the student placement rate over a period of time.
  e. Analyze components of the work force in the community.

17. Utilize individualized motivational systems.

  a. Encourage teachers to make arrangements for students to observe businesses of individual interest in the community.
  b. Encourage student input when teachers design individualized instructional units for students to explore careers in various career clusters.
  c. Promote the use of open classroom discussion especially after students have returned from observing businesses of individualized interest in the community.
  d. Assist students in determining the needed components to meet their career goals.

18. Design optimum career learning environments.

  a. Provide an open and honest atmosphere for student learning.
  b. Counsel students in a non-threatening manner.
  c. Assist in determining the students needs and interests.
  d. Encourage teachers to design learning activities to meet those needs and interests.

19. Develop a career education rationale.
    a. Indicate that career education makes students aware of themselves and their potential.
    b. Indicate that career education allows students to explore various careers available to them.
    c. Indicate that low skill entry jobs are not in demand.
    d. Indicate that career education requires teaching in reality.

20. Design life oriented programs.
    a. Encourage all educational personnel to promote all areas of total life for the students.
    b. Provide education in decision making and problem solving skills within the self awareness and career exploration learning activities.
    c. Encourage all educational personnel to provide educational programs to include each segment of society of the community.

21. Recruit career oriented staff.
    a. Contact appropriate placement agencies.
    b. Determine candidate's attitude toward career education.
    c. Determine candidate's world of work experience in careers other than education.
    d. Determine candidate's open classroom management ability.
    e. Determine if candidate can work with present educational staff.

22. Utilize parent organizations.
    a. Utilize members to serve as career oriented resource people.
    b. Utilize members as teacher aids.
    c. Utilize members to assist with field trips.
    d. Utilize members or groups of members in publicizing local career education activities.

23. Monitor economic trends.
    a. Utilize information for more effective counseling.
    b. Utilize information for more relevant program planning and revision.
    c. Utilize information for more relevant career education curriculum construction.

24. Plan career oriented instructional facilities.

    a. Provide an open and honest atmosphere for student learning.
    b. Encourage involvement from parents and businessmen concerning advice and implementation assistance.
    c. Encourage teachers to plan and implement self-learning centers for student learning.
    d. Encourage the use of instructional facilities located in the community.

25. Establish career education priorities.

    a. Determine the career education needs of the students.
    b. Determine the manpower needs of the community.
    c. Examine the career education goals and objectives of the local school system.
    d. Encourage teachers to develop career education instruction and learning activities based on these needs and stated objectives and thus infuse these components into the existing classroom instruction.

26. Identify potential drop-outs.

    a. Observe student performance.
    b. Talk with teachers and counselors.
    c. Counsel with individual students as to motivation and attitude.
    d. Utilize parent-student conferences.
    e. Evaluate results from standardized tests.

27. Develop long range career education plans.

    a. Encourage all educational personnel to believe in the merits of career education.
    b. Determine the career needs of the students.
    c. Determine the projected manpower needs of the local community, state, and nation.
    d. Work with all educational personnel to determine the goals and objectives pertinent to the local school district for periods of five years and ten years.

28. Identify career oriented consultant services.

    a. Contact intermediate school district personnel.
    b. Contact state education personnel.
    c. Contact university personnel.
    d. Contact personnel from other local school districts.

29. Disseminate information about local career education activities.

    a. Write articles in professional journals.
    b. Participate in activities sponsored by professional organizations.
    c. Write articles in newspapers.
    d. Cooperate with the local career education planning district.
    e. Utilize parent-student conferences.

30. Establish career education performance standards.

    a. Examine the stated career education goals and objectives for the local school system as well as for each grade level or department.
    b. Assist teachers in developing instruction to meet the stated goals and objectives.
    c. Assist teachers in developing instructional performance objectives for student learning within each grade level.

31. Use pre- and post-assessment techniques.

    a. Encourage teachers to utilize in evaluation of instruction.
    b. Encourage teachers to utilize in evaluation of classroom learning activities.
    c. Encourage teachers and counselors to utilize in evaluation of community based learning activities.
    d. Utilize this information in career education program planning or program revision.

32. Utilize career oriented materials.

    a. Introduce careers within various career clusters to all educational personnel.
    b. Encourage teachers to allow students to develop their own career oriented materials packet.
    c. Encourage students to browse through materials in the classroom, library, or career center.
    d. Encourage teachers to integrate career materials into existing materials.
    e. Encourage students and teachers to make displays utilizing these materials.

33. Utilize classroom management techniques.

    a. Illustrate to teachers what can be done in the classroom.

b. Illustrate budgetary procedures to the teachers.
c. Provide flexibility in management procedures.
d. Make a follow-up periodically with the teacher.

SECONDARY ADMINISTRATOR MODEL

Below are listed the 34 competency statements and performance criteria.

1. Utilize career education inservice training.

    a. Help develop career education goals and objectives for the local school system.
    b. Encourage teachers to develop instructional units pertaining to career preparation.
    c. Encourage counselors to assist, in small groups or one-to-one counseling, in career preparation goals and objectives.
    d. Assist in planning and implementing school-wide activities pertaining to career preparation.

2. Utilize individualized motivational systems.

    a. Provide an open and honest atmosphere for student learning.
    b. Encourage teachers to utilize the learning contract concept.
    c. Encourage teachers to include student input when planning activity oriented individualized instructional units.
    d. Encourage teachers to integrate performance objectives in the instruction.
    e. Encourage students to enroll in cooperative education programs.

3. Involve teachers in revising instructional programs.

    a. Contact intermediate school district personnel.
    b. Provide release time for revising instructional programs.
    c. Identify interested teachers.
    d. Be supportive of innovative ideas and suggestions.
    e. Encourage teachers to prepare career education goals and objectives for various grade levels or departments.

4. Establish student feedback systems.

    a. Provide an open and honest atmosphere for student learning.
    b. Evaluate how students respond, be it oral or written, as it pertains to career preparation.
    c. Utilize pre- and post-assessment techniques.
    d. Utilize parent-student conferences.
    e. Encourage team teachers to evaluate student response daily.
    f. Observe how students respond in student organizations.
    g. Implement a student advisory committee.

5. Provide active career education leadership.
    a. Identify educational personnel interested in career education.
    b. Assist in defining career education for the local school system.
    c. Support teachers in planning career oriented instructional facilities.
    d. Encourage teachers to develop units of career oriented instruction emphasizing "hands-on" learning activities.
    e. Serve as speaker at community activities.

6. Practice a career education philosophy.
    a. Be aware of the implications of career education components pertaining to the entire education of the individual student.
    b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.
    c. Encourage teachers to provide "hands-on" learning activities in an attempt to provide career preparation experiences.

7. Utilize career oriented materials.
    a. Introduce careers within various career clusters to all educational personnel.
    b. Encourage teachers to allow students to develop their own career oriented materials packet.
    c. Encourage students to browse through materials in the classroom, library, or career center.
    d. Encourage teachers to integrate career materials into existing materials.
    e. Encourage students and teachers to make displays utilizing these materials.

8. Monitor economic trends.
    a. Utilize information for more effective counseling.
    b. Utilize information for more relevant program planning and revision.
    c. Utilize information for more relevant career education curriculum construction.

9. Establish career education priorities.
    a. Determine the career education needs of the students.
    b. Determine the manpower needs of the community.
    c. Examine the career education goals and objectives of the local school system.

  d. Encourage teachers to develop career education instruction and learning activities based on stated objectives and thus infuse these components into the existing instruction.

10. Evaluate career education programs.

    a. Utilize an advisory council consisting of lay community members.
    b. Utilize pre- and post-assessment techniques.
    c. Determine the student drop-out rate in the school system over a period of time.
    d. Determine the student placement rate over a period of time.
    e. Analyze components of the work force in the community.

11. Promote students' acceptance of responsibility.

    a. Provide an open and honest atmosphere for student learning.
    b. Treat students as responsible people.
    c. Encourage teachers to design learning experiences with several choices of activities available to the student.
    d. Encourage teachers to utilize the contract learning concept in teaching.
    e. Encourage cooperative education supervisors to expect promptness and the acceptance of responsibility.

12. Recruit career oriented staff.

    a. Contact appropriate placement agencies.
    b. Determine candidate's attitude toward career education.
    c. Determine candidate's world of work experience in careers other than education.
    d. Determine candidate's open classroom management ability.
    e. Determine if candidate can work with present educational staff.

13. Use community people as career education resource people.

    a. Ask parents to discuss their occupations with the class.
    b. Ask businessmen to discuss their occupations with the class.
    c. Involve businesses as on-the-job training stations.
    d. Involve people from the community groups; i.e., senior citizens, to assist as teacher aids and discuss their area of expertise.

14. Promote student self evaluation.

    a. Provide an open and honest atmosphere for student learning.
    b. Discuss with the student where they have been, where they are, and where they would like to go in the future as it pertains to career preparation.
    c. Make them aware of their own apparent strengths as they pertain to various career options.
    d. Encourage students to question themselves in a non-threatening self-learning atmosphere.
    e. Assist students in planning short range and long range career goals and objectives.

15. Design optimum career learning environments.

    a. Provide an open and honest atmosphere for student learning.
    b. Encourage teachers to plan with students individualized instructional units which provide experiences for career preparation.
    c. Assist in motivating the student into a career that correlates with their interest and ability.
    d. Encourage teachers to plan learning experiences relevant to each student's needs.
    e. Encourage students to enroll in cooperative education programs.

16. Write career education goals.

    a. Contact intermediate school district personnel.
    b. Utilize an advisory council consisting of lay community members.
    c. Determine the career preparation needs of the students.
    d. Determine the manpower needs of the community.
    e. Develop goals and objectives based on these needs.

17. Develop interpersonal skills.

    a. Use commercial resource materials to promote interpersonal skills.
    b. Encourage all educational personnel to set a good example.
    c. Provide an open and honest atmosphere for student learning.
    d. Encourage teachers to design student learning activities which require the use of good interpersonal skills.
    e. Encourage supervisors of students placed in on-the-job training stations to emphasize the use of good interpersonal skills.

18. Utilize career education accountability model.

    a. Use the model as a basis for developing a career education rationale for the local school system.
    b. Use the model as a basis for planning career education goals and objectives for the local school system.
    c. Use the model for direction in planning instruction.
    d. Use the model for direction in planning student learning activities.

19. Provide student awareness experiences.

    a. Invite people from the community to talk to classes about their occupations.
    b. Encourage students to enroll in cooperative education programs.
    c. Encourage teachers and supervisors to list relevant tasks to be performed by students while participating in the placement segment of cooperative education.
    d. Provide career activities for small interest groups.
    e. Provide flexible scheduling.

20. Coordinate student placement services.

    a. Assess the student's career interests and needs.
    b. Cooperate with the cooperative education coordinator in securing placement stations that will meet these career interests and needs.
    c. Encourage teachers to develop related classroom instruction for students relevant to their needs while out on placement.
    d. Evaluate the placement services periodically.
    e. Support the aspect of student job placement services upon graduation.

21. Utilize decision making components.

    a. Counsel students about their personal values.
    b. Counsel students about various career options available to them.
    c. Encourage students to make decisions pertaining to career options that correlate with their personal values.
    d. Assist students in evaluating career alternatives periodically.

22. Monitor societal trends.

    a. Utilize information more effectively to meet the needs and interests of students representing each segment of society.

   b. Talk to university personnel.
   c. Talk to community college personnel.
   d. Talk to intermediate school district personnel.

23. Sell career education to the community.

   a. Identify interested educational personnel.
   b. Utilize career education consultants.
   c. Utilize parent-student conferences.
   d. Utilize speaking engagements.

24. Identify school's role in student placement.

   a. Encourage all educational personnel to be supportive of the concept.
   b. Utilize an advisory council consisting of lay members from the community.
   c. Utilize input from employers in the community.
   d. Utilize input from students.
   e. Utilize input from university personnel.

25. Identify cooperative education function.

   a. Participate in inservice training sessions.
   b. Attend university graduate classes.
   c. Counsel with students, especially at the lower secondary level, about how cooperative education can provide career preparation experiences.
   d. Encourage the cooperative education teacher to plan related cooperative education instruction to meet the needs of students.

26. Use pre- and post-assessment techniques.

   a. Encourage teachers to utilize in evaluation of instruction.
   b. Encourage teachers to utilize in evaluation of classroom learning activities.
   c. Encourage teachers and counselors to utilize in evaluation of community based learning activities.
   d. Utilize this information in career education program planning or program revision.

27. Monitor educational trends.

   a. Utilize this information to more effectively meet the needs and interests of students.
   b. Talk to university personnel.
   c. Talk to community college personnel.
   d. Talk to intermediate school district personnel.

28. Publicize career education in the community.

    a. Publish articles in the local newspaper.
    b. Publish articles in the school newspaper.
    c. Sponsor parent-student conferences.
    d. Promote school-community activities.
    e. Sponsor open houses at the school.
    f. Speak at civic organizations.

29. Disseminate local career education activities.

    a. Write articles in professional journals.
    b. Participate in activities sponsored by professional organizations.
    c. Write articles in newspapers.
    d. Cooperate with the local career education planning district.
    e. Utilize parent-student conferences.

30. Design career education skill programs.

    a. Encourage teachers to design learning contracts which require the students to demonstrate an acceptable degree of competency pertaining to career entry level skills.
    b. Encourage the simulation of practical application of skills in the classroom.
    c. Assist in designing the training agreement with teacher, student, and employer to be used by student on placement that requires the student to demonstrate an acceptable degree of competency in technical skills as well as human relation skills.
    d. Encourage teachers to require students to apply skills to subject matter theory.

31. Identify area skill center function.

    a. Participate in inservice training sessions.
    b. Attend university graduate classes.
    c. Talk with guidance counselor(s) from the area skill center.
    d. Discuss with students how this function can provide career preparation experiences.

32. Describe career education delivery systems.

    a. Contact intermediate school district personnel.
    b. Contact career education planning district personnel.
    c. Contact university personnel.

- d. Illustrate how each component of career education is being emphasized and utilized to the benefit of each individual student in the school system.
- e. Illustrate how each component of career education is being emphasized to the benefit of the local community.

33. Identify career education legal aspects.

- a. Contact the attorney for the local board of education.
- b. Contact personnel at the intermediate school district.
- c. Contact state education personnel.
- d. Contact university personnel.
- e. Attend university graduate classes.

34. Define career education concept.

- a. Evaluate the career education needs of the students.
- b. Evaluate the entire community manpower needs.
- c. Work with all educational personnel to determine what educational components are needed to match the students needs with the needs of the community.

COMPREHENSIVE MODEL
(TEACHERS, COUNSELORS, ADMINISTRATORS)

Below are listed the 12 competency statements and performance criteria.

1. Use community people as career education resource personnel.

    a. Contact intermediate school district personnel.
    b. Ask parents to explain their occupations.
    c. Ask businessmen to explain their occupations.
    d. Ask resource people to stress the importance of good human relations.

2. Provide student awareness experiences.

    a. Design instructional units that emphasize "hands-on" activities for the student.
    b. Develop techniques of group discussion and communication.
    c. Invite people from the community to talk to classes about their occupations.
    d. Provide career activities for small interest groups.

3. Develop interpersonal skills.

    a. Use commercial resource materials to promote interpersonal skills.
    b. Set a good example.
    c. Provide an open and honest atmosphere for student learning.
    d. Design individualized student learning activities which require the use of good interpersonal skills.

4. Utilize career oriented materials.

    a. Utilize advice from the intermediate school district personnel.
    b. Utilize advice from the media specialist.
    c. Brainstorm with other team teachers.
    d. Introduce the materials to teachers in other disciplines.
    e. Integrate materials into existing materials.
    f. Make displays in career learning centers.
    g. Encourage students to use these materials in the course of completing individualized research.

5. Utilize career education inservice training.

    a. Help develop career education goals and objectives for the local school system.

   b. Plan units of instruction centered around the career cluster concept.
   c. Design "hands-on" learning activities involving the classroom facilities and the community.

6. Utilize individualized motivational systems.

   a. Provide an open and honest atmosphere for student learning.
   b. Utilize the learning contract concept.
   c. Plan with students, activity oriented individualized instructional units.
   d. Include performance objectives in the instruction.

7. Promote student self-evaluation.

   a. Plan with students individualized instructional units, including the use of performance objectives and allow the student to designate the evaluative measure.
   b. Encourage students to question their own actions.
   c. Discuss with students implications as to where they have been, where they are, and where they want to go.
   d. Assist student in setting career priorities.

8. Design optimum career learning environments.

   a. Provide an open and honest atmosphere for student learning.
   b. Plan with students individualized instructional units.
   c. Help the students plan for a career that correlates with their interest and ability.
   d. Plan learning experiences relevant to each student's needs.

9. Involve teachers in revising instructional programs.

   a. Meet with department chairpeople to discuss the stated career education goals and objectives.
   b. Determine the needs of the students as pertaining to the stated career education goals and objectives.
   c. Meet with other teachers to coordinate the assigning of various career preparation programs to each grade level or department.
   d. Develop activity oriented career education instruction.

10. Practice a career education philosophy.

   a. Be aware of the implications of career education components pertaining to the entire education of the individual student.

   b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.
   c. Provide activity oriented learning experiences to provide self awareness, career awareness, career exploration, and career preparation for the students.

11. Provide active career education leadership.

   a. Help develop career education goals and objectives for the local school system.
   b. Cooperate in planning career education instruction which is unduplicated among grade levels or departments.
   c. Help develop the career education center in the school system.
   d. Cooperate with media specialist in evaluating career education materials.
   e. Cooperate with other educational personnel and community leaders in designing learning activities for students.

12. Establish student feedback systems.

   a. Provide an open and honest atmosphere for student learning.
   b. Evaluate how students respond, be it oral or written as it pertains to career preparation.
   c. Utilie pre- and post-assessment techniques.
   d. Utilize parent-student conferences.
   e. Encourage team teachers to evaluate student response daily.

CONCLUSIONS AND RECOMMENDATIONS

The efficient and effective training of educational personnel is the key to successfully planning and implementing a career education program at the local level. It is generally agreed that the critical components in any educational change process are the teachers, counselors, and administrators who directly influence the educational delivery system.

The information presented in these training models was provided by educational practitioners. These practitioners are the teachers, counselors, and administrators who have been successfully planning and implementing career education programs in kindergarten through the twelfth grade settings throughout the State of Michigan. The CEPM staff elected to utilize this approach because these practitioners are very aware of the professional competencies and related performance criteria they have been required to develop and utilize in successfully reaching students with career education.

The competency statements and related performance criteria were designed to serve as guidelines for inservice and preservice training programs. The following steps are recommended to facilitate the effective and efficient use of the Career Education Personnel Models:

1. Carefully evaluate each competency statement to determine if the knowledge or skill is compatable with the outcomes desired in a given program.
2. Include those competencies which "fit" the desired training outcomes.
3. Develop a training plan which includes a competency-base and appropriate performance outcomes.
4. Assess the competencies of each individual involved in the training program based on the ten career education categories for classifying career education competencies.

The training plan must be designed to have flexibility for individual differences; thus accommodating for the varying rates in which people learn to perform a given competency. This flexibility must also take into consideration the individuality of each preservice or inservice situation. The materials in this project were not designed to serve as rigid training requirements. The development of a training plan should utilize materials from this project supplemented by findings of other relevant career education research.

The use of these training models, for the inservice or preservice training of educational personnel, will bring about more efficient and effective career education programs.

APPENDIX A

SCHOOL SYSTEMS INVOLVED IN COMPETENCY IDENTIFICATION

SCHOOL SYSTEMS INVOLVED IN COMPETENCY IDENTIFICATION

Genessee County Intermediate School District

Calhoun County Intermediate School District

Ann Arbor Public Schools

Muskegon Public Schools

Ingham County Intermediate School District

School District of City of Pontiac

Warren Consolidated Schools

Oakland Schools

Penta County Vocational Schools, Ohio

Whitmore Lake Public Schools

Royal Oak Public Schools

Livonia Public Schools

Union City Community Schools

Coloma Community Schools

Berrien County Intermediate School District

Battle Creek School District

Lenawee County Intermediate School District

Flint Public Schools

APPENDIX B

CAREER EDUCATION CATEGORIES FOR CLASSIFYING CAREER EDUCATION COMPETENCIES

CAREER EDUCATION CATEGORIES FOR CLASSIFYING CAREER EDUCATION COMPETENCIES*

SELF AWARENESS: Students will be able to identify their self-characteristics (interests, aptitudes, abilities, values) in the physical, intellectual and emotional-interpersonal areas and relate these characteristics to the life roles that they address (occupational, family, citizen, and avocational).

CAREER AWARENESS: Students will be able to identify the requirements of occupations in the physical, intellectual and emotional-interpersonal areas and relate them to their school subjects as well as to their self-characteristics.

SELF-EXPLORATION: Students will be able to demonstrate knowledge of self-strengths, weaknesses and values through actual and simulated experiences. Demonstration shall include discrimination skills which allow the individual to compare his strengths, weaknesses and values to others, as well as to occupational requirements.

CAREER EXPLORATION: Students will be able to identify and relate systematically the requirements of several occupations of interest and relate those requirements systematically to school subjects and self-characteristics.

CAREER PLANNING AND DECISION MAKING: Students will be able to demonstrate systematic decision making skills which include the comparison of two or more career alternatives through a personal value system and to demonstrate career planning skills, which include the identification of career paths and an estimation of success for two or more career alternatives.

PLACEMENT SKILLS: Students will develop skills necessary to obtain entry into jobs or training programs which represent the best possible match between the requirements of that setting, the student's career goal, and the student's skills (academic, voc-tech., interpersonal).

PLACEMENT SERVICES: Educational institutions will provide services which assist students in locating, assessing and obtaining entry into jobs or additional training which best match the student's career goal and skills (academic, voc-tech., interpersonal).

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* Michigan Department of Education

RELATIONSHIPS BETWEEN ACADEMIC SKILLS AND CAREER DEVELOPMENT SKILLS: Students in academic skill courses will acquire career development skills concurrently with the academic and will perceive to the two areas of skills as integral and mutually supportive. In every subject area they will be able to relate the academic skills required to their own self and occupational awareness and exploration and to use the academic skills they possess in career planning activities.

RELATIONSHIPS BETWEEN VOCATIONAL SKILLS AND CAREER DEVELOPMENT SKILLS: Students in vocational skill courses will acquire career development skills concurrently with the vocational and will perceive the two areas of skills as integral and mutually supportive. In every subject area they will be able to relate the vocational skills required to their own self and occupational awareness and exploration and to use the vocational skills they possess in career planning activities.

RELATIONSHIP BETWEEN VOCATIONAL SKILLS AND ACADEMIC SKILLS: Students will understand the functional, mutually supportive relationships between academic skills and occupational skills, i.e., how academic skills are applied in acquiring vocational skills and how a need for vocational skills supports the acquisition of academic skills.

APPENDIX C

PREVALIDATION PERSONNEL

PREVALIDATION PERSONNEL

NAME	POSITION
Robert Rochow	Project Director Pontiac Vocational Career Development Programs School District of City of Pontiac Pontiac, Michigan 48053
Gerald Geik	Project Director Career Development Centered Curriculum Coloma Community Schools Coloma, Michigan 49038
Stuart Packard	Project Assistant Director Comprehensive Career Education Model School District of City of Pontiac Pontiac, Michigan 48053
Carol Turner	Project Director Career Awareness Through Realistic Experiences Warren Consolidated Schools Warren, Michigan 48077
William R. Rude	Assistant Director of Occupational Education Ann Arbor Public Schools Ann Arbor, Michigan 48104
John P. Hyde	Project Coordinator Vital Information for Education and Work Ingham County Intermediate School District Mason, Michigan 48854
Roger LaBonte	Project Director Career Oriented Curriculum Project Calhoun County Intermediate School District Marshall, Michigan 49068

Judy Battenschlag	Project Director Comprehensive Career Education Model Computer-Assisted Guidance Program School District of City of Pontiac Pontiac, Michigan 48053
Douglas Waggott	Project Coordinator Career Oriented Curriculum Project Calhoun County Intermediate School District Marshall, Michigan 49068

APPENDIX D

PRE-VALIDATION MEETING FOR THE "CAREER EDUCATION PERSONNEL MODEL"

PRE-VALIDATION MEETING
FOR THE
"CAREER EDUCATION PERSONNEL MODEL"

JULY 24, 1973
10:00 A.M.

10:00	Introductions
10:10	Ways and Means
10:20	"Career Education Personnel Model"
	Past Present Future
10:45	Competency Evaluation
11:45	Summarize Evaluation
12:00	Lunch
1:00	Statistical Thinking
2:30	Re-analyze Survivors
3:15	Summarize Activities
3:30	Adjourn

APPENDIX E

REFINED COMPETENCIES PRIOR TO PRE-VALIDATION

REFINED COMPETENCIES PRIOR TO PRE-VALIDATION

1. Design unduplicated grade level career education curriculum.
2. Identify occupational clusters.
3. Write career education proposals for funding.
4. Utilize individualized motivational systems.
5. Write career education goals.
6. Utilize career education accountability model.
7. Utilize program review committees.
8. Design career education skill programs.
9. Provide student awareness experiences.
10. Design life oriented programs.
11. Define career education concept.
12. Utilize career oriented simulation techniques.
13. Identify avocational and vocational relationships.
14. Utilize career oriented library resources.
15. Describe work ethic concept.
16. Implement self-learning centers.
17. Utilize career information retrieval systems.
18. List decision making components.
19. Utilize decision making components.
20. Use team teaching techniques.
21. Conduct career oriented field trips.
22. Identify employment procedures.
23. Direct student research.
24. Assess student performance handicaps.

25. Assess student performance strengths.

26. Evaluate student's career development plan.

27. Formulate student's career development plan.

28. Identify occupational requirements.

29. Utilize group counseling techniques.

30. Identify employment opportunities.

31. Determine career development options.

32. Use diagnostic techniques.

33. Utilize parent-student conferences in career development planning.

34. Use pre- and post-assessment techniques.

35. Identify potential drop-outs.

36. Develop an educational referral system.

37. Write personal career education philosophy.

38. Describe career education delivery systems.

39. Monitor educational trends.

40. Monitor societal trends.

41. Monitor economic trends.

42. Disseminate local career education activities.

43. Participate in professional education organizations.

44. Illustrate academic and vocational skill relationships.

45. Write a career education philosophy.

46. Practice a career education philosophy.

47. Utilize career oriented materials.

48. Evaluate career education instruction.

49. Promote student self-evaluation.

50. Develop a career education rationale.

51. Establish student feedback systems.

52. Evaluate career oriented curriculum.

53. Utilize parent organizations.

54. Involve parent organizations in instructional evaluation.

55. Use community people as career education resource personnel.

56. Identify community career oriented resource personnel.

57. Develop a community resource file.

58. Publicize career education in the community

59. Write career education performance objectives.

60. Involve teachers in revising instructional programs.

61. Plan career oriented instructional facilities.

62. Write career education program proposals.

63. Recruit career oriented staff.

64. Write teacher selection criteria.

65. Sell career education to community.

66. Establish career education priorities.

67. Write school-community career education policies.

68. Utilize career education in-service training.

69. Identify career oriented consultant services.

70. Develop career education information service.

71. Expand world of work experience.

72. Develop short range career education plans.

73. Develop long range career education plans.

74. Provide active career education leadership.

75. Coordinate student placement services.
76. Identify career education legal aspects.
77. Establish career education performance standards.
78. Utilize instructional feedback information.
79. Identify area skill center function.
80. Identify skill training function.
81. Identify cooperative education function.
82. Coordinate career oriented educational committees.
83. Identify school's role in student placement.
84. Utilize student organizations.
85. Employ task analysis techniques.
86. Promote student creativity.
87. Design optimum career learning environments.
88. Design world of work learning activities.
89. Promote student's acceptance of responsibility.
90. Utilize career oriented teaching methods.

APPENDIX F

RESULTS FROM PRE-VALIDATION RESPONSE

RESULTS FROM PRE-VALIDATION RESPONSES

Competency Number Original 90	Teacher	Counselor	Administrator
1*	X	X	X
2	X	X	
3			X
4*	X	X	X
5			X
6*	X	X	X
7		X	X
8	X		X
9*	X	X	X
10*	X	X	X
11*	X	X	X
12	X	X	
13	X	X	
14	X	X	
15	X	X	
16*	X	X	X
17	X	X	
18*	X	X	X
19*	X	X	X
20*	X	X	X
21	X	X	
22	X	X	
23	X	X	
24	X	X	
25	X	X	
26	X	X	
27	X	X	
28	X	X	
29	X	X	
30	X	X	
31	X	X	
32	X	X	
33	X	X	
34*	X	X	X
35*	X	X	X

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*Core competency; those included in Teacher, Counselor, and Administrator final validation instrument. Total 35.

Competency Number	Teacher	Counselor	Administrator
36		X	X
37			X
38		X	X
39		X	X
40		X	X
41		X	X
42		X	X
43		X	X
44	X	X	
45			X
46*	X	X	X
47*	X	X	X
48			X
49*	X	X	X
50*	X	X	X
51*	X	X	X
52*	X	X	X
53		X	X
54			X
55*	X	X	X
56	X	X	
57		X	
58		X	X
59	X	X	
60*	X	X	X
61	X		X
62			X
63			X
64			X
65			X
66			X
67			X
68*	X	X	X
69		X	X
70		X	
71*	X	X	X
72*	X	X	X
73*	X	X	X
74*	X	X	X
75*	X	X	X
76*	X	X	X
77		X	X
78*	X	X	X
79*	X	X	X

Competency Number	Teacher	Counselor	Administrator
80		X	X
81*	X	X	X
82			X
83		X	X
84		X	X
85*	X	X	X
86*	X	X	X
87*	X	X	X
88	X	X	
89*	X	X	X
90	X	X	

Three additional teacher competencies were added by the prevalidators. Total = 63.

1. Develop interpersonal skills.
2. Utilize program development skills.
3. Utilize problem solving skills.

Two additional counselor competencies were added by the prevalidators. Total = 77.

1. Develop interpersonal skills.
2. Utilize problem solving skills.

Two additional administrator competencies were added by the prevalidators. Total = 66.

1. Develop interpersonal skills.
2. Utilize classroom management techniques.

APPENDIX G

FINAL VALIDATION INSTRUMENT FOR TEACHERS

TEACHERS

Name: ______________________________

School: ______________________________

Position: ______________________________
(Please be specific)

No.: ______________

		Unimportant	Somewhat Import.	Important	Very Important
1.	Design unduplicated grade level career education curriculum.	1	2	3	4
2.	Utilize individualized motivational systems.	1	2	3	4
3.	Utilize career education accountability model.	1	2	3	4
4.	Provide student awareness experiences.	1	2	3	4
5.	Design life oriented programs.	1	2	3	4
6.	Define career education concept.	1	2	3	4
7.	Implement self-learning centers.	1	2	3	4
8.	List decision making components.	1	2	3	4
9.	Utilize decision making components.	1	2	3	4
10.	Use team teaching techniques.	1	2	3	4
11.	Use pre- and post-assessment techniques..	1	2	3	4
12.	Identify potential drop-outs.	1	2	3	4
13.	Practice a career education philosophy.	1	2	3	4
14.	Utilize career oriented materials.	1	2	3	4
15.	Promote student self-evaluation.	1	2	3	4
16.	Develop a career education rationale.	1	2	3	4
17.	Establish student feedback systems.	1	2	3	4
18.	Evaluate career oriented curriculum.	1	2	3	4
19.	Use community people as career education resource personnel.	1	2	3	4
20.	Involve teachers in revising instructional programs.	1	2	3	4
21.	Utilize career education in-service training.	1	2	3	4

		Unimportant	Somewhat Import.	Important	Very Important
22.	Expand world of work experience.	1	2	3	4
23.	Develop short range career education plans.	1	2	3	4
24.	Develop long range career education plans.	1	2	3	4
25.	Provide active career education leadership.	1	2	3	4
26.	Coordinate student placement services.	1	2	3	4
27.	Identify career education legal aspects.	1	2	3	4
28.	Utilize instructional feedback information.	1	2	3	4
29.	Identify area skill center function.	1	2	3	4
30.	Identify cooperative education function.	1	2	3	4
31.	Employ task analysis techniques.	1	2	3	4
32.	Promote student creativity.	1	2	3	4
33.	Design optimum career learning environments.	1	2	3	4
34.	Promote student's acceptance of responsibility.	1	2	3	4
35.	Develop interpersonal skills.	1	2	3	4
36.	Identify occupational clusters.	1	2	3	4
37.	Utilize career oriented simulation techniques.	1	2	3	4
38.	Identify avocational and vocational relationships.	1	2	3	4
39.	Utilize career oriented library resources.	1	2	3	4
40.	Describe work ethic concept.	1	2	3	4
41.	Utilize career information retrieval systems.	1	2	3	4
42.	Conduct career oriented field trips.	1	2	3	4
43.	Identify employment procedures.	1	2	3	4

		TEACHERS			
		Unimportant	Somewhat Import.	Important	Very Important
44.	Direct student research.	1	2	3	4
45.	Assess student performance handicaps.	1	2	3	4
46.	Assess student performance strengths.	1	2	3	4
47.	Evaluate student's career development plan.	1	2	3	4
48.	Formulate student's career development plan.	1	2	3	4
49.	Identify occupational requirements.	1	2	3	4
50.	Utilize group counseling techniques.	1	2	3	4
51.	Identify employment opportunities.	1	2	3	4
52.	Determine career development options.	1	2	3	4
53.	Use diagnostic techniques.	1	2	3	4
54.	Utilize parent-student conferences in career development planning.	1	2	3	4
55.	Illustrate academic and vocational skill relationships.	1	2	3	4
56.	Identify community career oriented resource personnel.	1	2	3	4
57.	Write career education performance objectives.	1	2	3	4
58.	Design world of work learning activities.	1	2	3	4
59.	Utilize career oriented teaching methods.	1	2	3	4
60.	Utilize problem solving skills.	1	2	3	4
61.	Design career education skill programs.	1	2	3	4
62.	Plan career oriented instructional facilities.	1	2	3	4
63.	Utilize program development skills.	1	2	3	4

APPENDIX H

FINAL VALIDATION INSTRUMENT FOR COUNSELORS

COUNSELORS

Name: ______________________________

School: ______________________________

Position: ______________________________
(Please be specific)

No.: ____________

		Unimportant	Somewhat Import.	Important	Very Important
1.	Design unduplicated grade level career education curriculum.	1	2	3	4
2.	Utilize individualized motivational systems.	1	2	3	4
3.	Utilize career education accountability model.	1	2	3	4
4.	Provide student awareness experiences.	1	2	3	4
5.	Design life oriented programs.	1	2	3	4
6.	Define career education concept.	1	2	3	4
7.	Implement self-learning centers.	1	2	3	4
8.	List decision making components.	1	2	3	4
9.	Utilize decision making components.	1	2	3	4
10.	Use team teaching techniques.	1	2	3	4
11.	Use pre- and post-assessment techniques.	1	2	3	4
12.	Identify potential drop-outs.	1	2	3	4
13.	Practice a career education philosophy.	1	2	3	4
14.	Utilize career oriented materials.	1	2	3	4
15.	Promote student self-evaluation.	1	2	3	4
16.	Develop a career education rationale.	1	2	3	4
17.	Establish student feedback systems.	1	2	3	4
18.	Evaluate career oriented curriculum.	1	2	3	4
19.	Use community people as career education resource personnel.	1	2	3	4
20.	Involve teachers in revising instructional programs.	1	2	3	4
21.	Utilize career education in-service training.	1	2	3	4

		COUNSELORS			
		Unimportant	Somewhat Import.	Important	Very Important
22.	Expand world of work experience.	1	2	3	4
23.	Develop short range career education plans.	1	2	3	4
24.	Develop long range career education plans.	1	2	3	4
25.	Provide active career education leadership.	1	2	3	4
26.	Coordinate student placement services.	1	2	3	4
27.	Identify career education legal aspects.	1	2	3	4
28.	Utilize instructional feedback information.	1	2	3	4
29.	Identify area skill center function.	1	2	3	4
30.	Identify cooperative education function.	1	2	3	4
31.	Employ task analysis techniques.	1	2	3	4
32.	Promote student creativity.	1	2	3	4
33.	Design optimum career learning environments.	1	2	3	4
34.	Promote student's acceptance of responsibility.	1	2	3	4
35.	Develop interpersonal skills.	1	2	3	4
36.	Identify occupational clusters.	1	2	3	4
37.	Utilize career oriented simulation techniques.	1	2	3	4
38.	Identify avocational and vocational relationships.	1	2	3	4
39.	Utilize career oriented library resources.	1	2	3	4
40.	Describe work ethic concept.	1	2	3	4
41.	Utilize career information retrieval systems.	1	2	3	4
42.	Conduct career oriented field trips.	1	2	3	4
43.	Identify employment procedures.	1	2	3	4

		COUNSELORS			
		Unimportant	Somewhat Import.	Important	Very Important
44.	Direct student research.	1	2	3	4
45.	Assess student performance handicaps.	1	2	3	4
46.	Assess student performance strengths.	1	2	3	4
47.	Evaluate student's career development plan.	1	2	3	4
48.	Formulate student's career development plan.	1	2	3	4
49.	Identify occupational requirements.	1	2	3	4
50.	Utilize group counseling techniques.	1	2	3	4
51.	Identify employment opportunities.	1	2	3	4
52.	Determine career development options.	1	2	3	4
53.	Use diagnostic techniques.	1	2	3	4
54.	Utilize parent-student conferences in career development planning.	1	2	3	4
55.	Illustrate academic and vocational skill relationships.	1	2	3	4
56.	Identify community career oriented resource personnel.	1	2	3	4
57.	Write career education performance objectives.	1	2	3	4
58.	Design world of work learning activities.	1	2	3	4
59.	Utilize career oriented teaching methods.	1	2	3	4
60.	Utilize problem solving skills.	1	2	3	4
61.	Utilize program review committees.	1	2	3	4
62.	Develop an educational referral system.	1	2	3	4
63.	Describe career education delivery systems.	1	2	3	4
64.	Monitor educational trends.	1	2	3	4

COUNSELORS

		Unimportant	Somewhat Import.	Important	Very Important
65.	Monitor societal trends.	1	2	3	4
66.	Monitor economic trends.	1	2	3	4
67.	Disseminate local career education activities.	1	2	3	4
68.	Participate in professional education organizations.	1	2	3	4
69.	Utilize parent organizations.	1	2	3	4
70.	Publicize career education in the community.	1	2	3	4
71.	Identify career oriented consultant services.	1	2	3	4
72.	Establish career education performance standards.	1	2	3	4
73.	Identify skill training function.	1	2	3	4
74.	Identify school's role in student placement.	1	2	3	4
75.	Utilize student organizations.	1	2	3	4
76.	Develop a community resource file.	1	2	3	4
77.	Develop career education information service.	1	2	3	4

APPENDIX I

FINAL VALIDATION INSTRUMENT FOR ADMINISTRATORS

ADMINISTRATORS

Name:______________________________

School:____________________________

Position:___________________________
(Please be specific)

No.:__________

		Unimportant	Somewhat Import.	Important	Very Important
1.	Design unduplicated grade level career education curriculum.	1	2	3	4
2.	Utilize individualized motivational systems.	1	2	3	4
3.	Utilize career education accountability model.	1	2	3	4
4.	Provide student awareness experiences.	1	2	3	4
5.	Design life oriented programs.	1	2	3	4
6.	Define career education concept.	1	2	3	4
7.	Implement self-learning centers.	1	2	3	4
8.	List decision making components.	1	2	3	4
9.	Utilize decision making components.	1	2	3	4
10.	Use team teaching techniques.	1	2	3	4
11.	Use pre- and post-assessment techniques.	1	2	3	4
12.	Identify potential drop-outs.	1	2	3	4
13.	Practice a career education philosophy.	1	2	3	4
14.	Utilize career oriented materials.	1	2	3	4
15.	Promote student self-evaluation.	1	2	3	4
16.	Develop a career education rationale.	1	2	3	4
17.	Establish student feedback systems.	1	2	3	4
18.	Evaluate career oriented curriculum.	1	2	3	4
19.	Use community people as career education resource personnel.	1	2	3	4
20.	Involve teachers in revising instructional programs.	1	2	3	4
21.	Utilize career education in-service training.	1	2	3	4

ADMINISTRATORS

		Unimportant	Somewhat Import.	Important	Very Important
22.	Expand world of work experience.	1	2	3	4
23.	Develop short range career education plans.	1	2	3	4
24.	Develop long range career education plans.	1	2	3	4
25.	Provide active career education leadership.	1	2	3	4
26.	Coordinate student placement services.	1	2	3	4
27.	Identify career education legal aspects.	1	2	3	4
28.	Utilize instructional feedback information.	1	2	3	4
29.	Identify area skill center function.	1	2	3	4
30.	Identify cooperative education function.	1	2	3	4
31.	Employ task analysis techniques.	1	2	3	4
32.	Promote student creativity.	1	2	3	4
33.	Design optimum career learning environments.	1	2	3	4
34.	Promote student's acceptance of responsibility.	1	2	3	4
35.	Develop interpersonal skills.	1	2	3	4
36.	Utilize program review committees.	1	2	3	4
37.	Develop an educational referral system.	1	2	3	4
38.	Describe career education delivery systems.	1	2	3	4
39.	Monitor educational trends.	1	2	3	4
40.	Monitor societal trends.	1	2	3	4
41.	Monitor economic trends.	1	2	3	4
42.	Disseminate local career education activities.	1	2	3	4
43.	Participate in professional education organizations.	1	2	3	4

		ADMINISTRATORS			
		Unimportant	Somewhat Import.	Important	Very Important
44.	Utilize parent organizations.	1	2	3	4
45.	Publicize career education in the community.	1	2	3	4
46.	Identify career oriented consultant services.	1	2	3	4
47.	Establish career education performance standards.	1	2	3	4
48.	Identify skill training function.	1	2	3	4
49.	Identify school's role in student placement.	1	2	3	4
50.	Utilize student organizations.	1	2	3	4
51.	Design career education skill programs.	1	2	3	4
52.	Plan career oriented instructional facilities.	1	2	3	4
53.	Write career education proposals for funding.	1	2	3	4
54.	Write career education goals.	1	2	3	4
55.	Write personal career education philosophy.	1	2	3	4
56.	Write a career education philosophy.	1	2	3	4
57.	Evaluate career education programs.	1	2	3	4
58.	Involve parent organizations in instructional evaluation.	1	2	3	4
59.	Write career education program proposals.	1	2	3	4
60.	Recruit career oriented staff.	1	2	3	4
61.	Write teacher selection criteria.	1	2	3	4
62.	Sell career education to community.	1	2	3	4
63.	Establish career education priorities.	1	2	3	4

		Unimportant	Somewhat Import.	Important	Very Important
64.	Write school-community career education policies.	1	2	3	4
65.	Coordinate career oriented educational committees.	1	2	3	4
66.	Utilize classroom management techniques.	1	2	3	4

APPENDIX J

COVER LETTER SENT TO FINAL VALIDATORS

THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

Occupational Education Programs
Telephone: 313-764-8423

August 10, 1973

Dear Educator:

We, at The University of Michigan, are in the process of completing a career education research project which is funded by the Michigan Department of Education. This project involves the identification and validation of the knowledges and skills required of teachers, counselors, and administrators to successfully implement career education programs in the local school systems.

In Phase I of the project, we interviewed teachers, counselors, and administrators involved in career education programs in an attempt to identify the knowledges and skills needed to implement a career education program.

Phase II is divided into two parts. Nine selected educators, respresenting career education programs throughout the state, were asked to respond to the list of knowledges and skills which evolved from the first phase of the project. The result of these responses produced a general list of career education knowledges and skills for teachers, counselors and administrators. These nine select educators were also asked to nominate other educators who were successfully involved in an on-going career education program. Since you were nominated by one of these people, we would like to involve you in the second part of Phase II which in turn will further validate the career education personnel competencies by grade level or function.

This survey hopefully will produce valuable guidelines for educators in career education. Your response will be important and we trust you will be able to take a few minutes to complete the enclosed questionnaire. When we receive your response, it will be tabulated with no identity as to educator and/or school district.

Please fill out and return this questionnaire in the self-addressed, stamped envelope by August 24, 1973.

Thank you.

Sincerely yours,

Eugene E. Trotter
Project Co-Director

EET/lk

APPENDIX K

DIRECTIONS FOR FINAL VALIDATION

DIRECTIONS

After reading the ten student career education goals on the attached sheet, please review each competency on the enclosed list and rate it as to importance in ability for an educator in your position to possess regarding the implementation of a career education program which successfully meets the ten student goals. Please use the following rating scale:

1. Unimportant - ability to perform this competency is not needed on the part of an educator in my position in order to successfully implement a career education program based on the ten stated student goals.

2. Somewhat Important - ability to perform this competency is beneficial but not necessary on the part of an educator in my position in order to successfully implement a career education program based on the ten stated student goals.

3. Important - ability to perform this competency is highly desirable on the part of an educator in my position in order to successfully implement a career education program based on the ten stated student goals.

4. Very Important - ability to perform this competency is essential on the part of an educator in my position in order to successfully implement a career education program based on the ten stated student goals.

At the end of the list, please feel free to add any competency not on the list that you feel to be very important for an educator in your position to possess in meeting any of the ten student career education goals.

APPENDIX L

FOLLOW-UP COVER LETTER

THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

Occupational Education Programs
Telephone: 313-764-8423

August 31, 1973

Dear Educator:

Approximately two weeks ago you should have received a research instrument which pertains to the state funded career education project we have under way at The University of Michigan.

Your response to the instrument is most important for the successful completion of this much needed research in career education. If for some reason the first instrument was misplaced, please take a few minutes and respond to the one enclosed and return it in the self-addressed, stamped envelope by September 7, 1973.

If you have responded to the first instrument and recently returned it, please disregard this request.

Thank you.

Sincerely yours,

Eugene E. Trotter

Eugene E. Trotter
Co-Director
Career Education Personnel Model

EET/lk

APPENDIX M

COMPETENCIES VALIDATED AS RECEIVING A MEAN SCORE OF 3.0 OR HIGHER FROM:

ELEMENTARY TEACHERS
MIDDLE OR JUNIOR HIGH TEACHERS
SECONDARY TEACHERS
ELEMENTARY COUNSELORS
MIDDLE OR JUNIOR HIGH COUNSELORS
SECONDARY COUNSELORS
ELEMENTARY ADMINISTRATORS
MIDDLE OR JUNIOR HIGH ADMINISTRATORS
SECONDARY ADMINISTRATORS
ALL TEACHERS, COUNSELORS, AND ADMINISTRATORS

COMPETENCIES RECEIVING 3.0 OR ABOVE VALIDATED BY ELEMENTARY TEACHERS

1. Promote student's acceptance of responsibility.
2. Use community people as career education resource personnel.
3. Provide student awareness experiences.
4. Promote student creativity.
5. Develop interpersonal skills.
6. Conduct career oriented field trips.
7. Utilize career oriented materials.
8. Utilize career education in-service training.
9. Utilize problem solving skills.
10. Utilize individualized motivational systems.
11. Promote student self-evaluation.
12. Design world of work learning activities.
13. Design optimum career learning environments.
14. Involve teachers in revising instructional programs.
15. Utilize career oriented teaching methods.
16. Utilize career oriented library resources.
17. Expand world of work experience.
18. Implement self-learning centers.
19. Practice a career education philosophy.
20. Utilize instructional feedback information.
21. Evaluate career oriented curriculum.
22. Assess student performance strengths.
23. Identify community career oriented resource personnel.
24. Design life oriented programs.
25. Assess student performance handicaps.
26. Provide active career education leadership.
27. Illustrate academic and vocational skill relationships.
28. Establish student feedback systems.

Competencies receiving the higher rating are listed first.

COMPETENCIES RECEIVING 3.0 OR ABOVE VALIDATED BY MIDDLE OR JUNIOR HIGH TEACHERS

1. Promote student's acceptance of responsibility.
2. Provide student awareness experiences.
3. Promote student creativity.
4. Promote student self-evaluation.
5. Develop interpersonal skills.
6. Use community people as career education resource personnel.
7. Establish student feedback systems.
8. Utilize problem solving skills.
9. Illustrate academic and vocational skill relationships.
10. Utilize career education in-service training.
11. Involve teachers in revising instructional programs.
12. Utilize individualized motivational systems.
13. Utilize career oriented materials.
14. Utilize career oriented teaching methods.
15. Design optimum career learning environments.
16. Evaluate career oriented curriculum.
17. Utilize decision making components.
18. Conduct career oriented field trips.
19. Identify community career oriented resource personnel.
20. Design life oriented programs.
21. Provide active career education leadership.
22. Identify occupational requirements.
23. Assess student performance strengths.
24. Utilize instructional feedback information.
25. Utilize career oriented simulation techniques.
26. Utilize career oriented library resources.
27. Design world of work learning activities.
28. Assess student performance handicaps.
29. Identify employment procedures.
30. Identify employment opportunities.
31. List decision making components.
32. Use pre- and post-assessment techniques.
33. Implement self-learning centers.
34. Expand world of work experience.
35. Define career education concept.
36. Practice a career education philosophy.

Competencies receiving the higher rating are listed first.

COMPETENCIES RECEIVING 3.0 OR ABOVE
VALIDATED BY SECONDARY TEACHERS

1. Provide student awareness experiences.
2. Promote student's acceptance of responsibility.
3. Design optimum career learning environments.
4. Promote student self-evaluation.
5. Utilize career oriented materials.
6. Evaluate career oriented curriculum.
7. Use community people as career education resource personnel.
8. Expand world of work experience.
9. Design world of work learning activities.
10. Establish student feedback systems.
11. Identify employment procedures.
12. Utilize career oriented teaching methods.
13. Practice a career education philosophy.
14. Utilize individualized motivational systems.
15. Develop interpersonal skills.
16. Provide active career education leadership.
17. Utilize problem solving skills.
18. Identify occupational requirements.
19. Promote student creativity.
20. Develop a career education rationale.
21. Involve teachers in revising instructional programs.
22. Utilize career education in-service training.
23. Develop short range career education plans.
24. Assess student performance strengths.
25. Design career education skill programs.
26. Plan career oriented instructional facilities.
27. Utilize program development skills.
28. Illustrate academic and vocational skill relationships.
29. Design life oriented programs.
30. Utilize instructional feedback information.
31. Assess student performance handicaps.
32. Identify community career oriented resource personnel.
33. Identify employment opportunities.
34. Determine career development options.
35. Use pre- and post-assessment techniques.
36. Implement self-learning centers.
37. Identify occupational clusters.
38. Employ task analysis techniques.
39. Define career education concept.
40. Conduct career oriented field trips.
41. Develop long range career education plans.
42. Utilize career oriented simulation techniques.
43. Describe work ethic concept.
44. Coordinate student placement services.

Competencies receiving the higher rating are listed first.

COMPETENCIES RECEIVING 3.0 OR ABOVE VALIDATED BY ELEMENTARY COUNSELORS

1. Provide student awareness experiences.
2. Define career education concept.
3. Utilize career education in-service training.
4. Utilize individualized motivational systems.
5. Involve teachers in revising instructional programs.
6. Promote student self-evaluation.
7. Evaluate career oriented curriculum.
8. Promote student creativity.
9. Utilize problem solving skills.
10. Develop interpersonal skills.
11. Promote student's acceptance of responsibility.
12. Utilize parent organizations.
13. Utilize career oriented materials.
14. Utilize group counseling techniques.
15. Utilize decision making components.
16. Develop a career education rationale.
17. List decision making components.
18. Utilize career oriented library resources.
19. Provide active career education leadership.
20. Publicize career education in the community.
21. Practice a career education philosophy.
22. Use pre- and post-assessment techniques.
23. Use community people as career education resource personnel.
24. Design world of work learning activities.
25. Write career education performance objectives.
26. Develop a community resource file.
27. Design life oriented programs.
28. Design unduplicated grade level career education curriculum.
29. Conduct career oriented field trips.
30. Participate in professional education organizations.
31. Establish student feedback systems.
32. Expand world of work experience.
33. Establish career education performance standards.
34. Illustrate academic and vocational skill relationships.
35. Identify occupational clusters.
36. Assess student performance strengths.
37. Design optimum career learning environments.
38. Identify avocational and vocational relationships.

Competencies receiving the higher rating are listed first.

COMPETENCIES RECEIVING 3.0 OR ABOVE VALIDATED BY MIDDLE OR JUNIOR HIGH COUNSELORS

1. Develop interpersonal skills.
2. Promote student's acceptance of responsibility.
3. Use community people as career education resource personnel.
4. Provide student awareness experiences.
5. Develop a community resource file.
6. Utilize problem solving skills.
7. Promote student self-evaluation.
8. Utilize group counseling techniques.
9. Utilize career education in-service training.
10. Assess student performance strengths.
11. Develop long range career education plans.
12. Expand world of work experience.
13. Utilize career oriented library resources.
14. Involve teachers in revising instructional programs.
15. Promote student creativity.
16. Identify potential drop-outs.
17. Utilize career oriented materials.
18. Provide active career education leadership.
19. Utilize individualized motivational systems.
20. Establish student feedback systems.
21. Identify employment opportunities.
22. Assess student performance handicaps.
23. Determine career development options.
24. Use pre- and post-assessment techniques.
25. Design life oriented programs.
26. Develop career education information service.
27. Practice a career education philosophy.
28. List decision making components.
29. Utilize decision making components.
30. Develop a career education rationale.
31. Publicize career education in the community.
32. Identify community career oriented resource personnel.
33. Develop short range career education plans.
34. Identify employment procedures.
35. Identify occupational clusters.
36. Define career education concept.
37. Illustrate academic and vocational skill relationships.
38. Evaluate career oriented curriculum.
39. Identify career oriented consultant services.
40. Utilize parent organizations.
41. Participate in professional education organizations.
42. Disseminate local career education activities.
43. Identify area skill center function.
44. Identify avocational and vocational relationships.
45. Describe work ethic concept.
46. Utilize instructional feedback information.
47. Design optimum career learning environments.

Competencies receiving the higher rating are listed first.

COMPETENCIES RECEIVING 3.0 OR ABOVE VALIDATED BY SECONDARY COUNSELORS

1. Develop interpersonal skills.
2. Promote student's acceptance of responsibility.
3. Use community people as career education resource personnel.
4. Practice a career education philosophy.
5. Provide student awareness experiences.
6. Identify employment opportunities.
7. Involve teachers in revising instructional programs.
8. Provide active career education leadership.
9. Establish student feedback systems.
10. Promote student self-evaluation.
11. Define career education concept.
12. Identify community career oriented resource personnel.
13. Identify cooperative education function.
14. Identify area skill center function.
15. Publicize career education in the community.
16. Utilize career oriented materials.
17. Utilize decision making components.
18. Utilize career education in-service training.
19. Disseminate local career education activities.
20. Participate in professional education organizations.
21. Develop long range career education plans.
22. Utilize instructional feedback information.
23. Determine career development options.
24. Evaluate student's career development plan.
25. Expand world of work experience.
26. Utilize individualized motivational systems.
27. Implement self-learning centers.
28. Evaluate career oriented curriculum.
29. Identify occupational clusters.
30. Develop short range career education plans.
31. Promote student creativity.
32. List decision making components.
33. Develop a career education rationale.
34. Identify career oriented consultant services.
35. Assess student performance strengths.
36. Utilize problem solving skills.
37. Monitor economic trends.
38. Monitor educational trends.
39. Formulate student's career development plan.
40. Design optimum career learning environments.

Competencies receiving the higher rating are listed first.

COMPETENCIES RECEIVING 3.0 OR ABOVE VALIDATED BY ELEMENTARY ADMINISTRATORS

1. Involve teachers in revising instructional programs.
2. Evaluate career oriented curriculum.
3. Sell career education to community.
4. Promote student self-evaluation.
5. Publicize career education in the community.
6. Establish student feedback systems.
7. Use pre- and post-assessment techniques.
8. Utilize career education accountability model.
9. Utilize career education in-service training.
10. Practice a career education philosophy.
11. Design optimum career learning environments.
12. Develop a career education rationale.
13. Define career education concept.
14. Evaluate career education programs.
15. Plan career oriented instructional facilities.
16. Provide active career education leadership
17. Utilize parent organizations.
18. Recruit career oriented staff.
19. Use community people as career education resource personnel.
20. Utilize instructional feedback information.
21. Involve parent organizations in instructional evaluation.
22. Promote student's acceptance of responsibility.
23. Utilize career oriented materials.
24. Develop interpersonal skills.
25. Utilize decision making components.
26. Establish career education performance standards.
27. Write teacher selection criteria.
28. Identify potential drop-outs.
29. Identify career oriented consultant services.
30. Establish career education priorities.
31. Promote student creativity.
32. Disseminate local career education activities.
33. List decision making components.
34. Utilize program review committees.
35. Participate in professional education organizations.
36. Expand world of work experience.
37. Implement self-learning centers.
38. Utilize individualized motivational systems.
39. Provide student awareness experiences.
40. Write career education goals.
41. Design career education skill programs.
42. Design life oriented programs.

Competencies receiving the higher rating are listed first.

COMPETENCIES RECEIVING 3.0 OR ABOVE VALIDATED BY MIDDLE OR JUNIOR HIGH ADMINISTRATORS

1. Design optimum career learning environments.
2. Involve teachers in revising instructional programs.
3. Utilize career education in-service training.
4. Use community people as career education resource personnel.
5. Define career education concept.
6. Promote student creativity.
7. Provide active career education leadership.
8. Evaluate career oriented curriculum.
9. Practice a career education philosophy.
10. Develop interpersonal skills.
11. Provide student awareness experiences.
12. Promote student self-evaluation.
13. Expand world of work experience.
14. Establish student feedback systems.
15. Publicize career education in the community.
16. Evaluate career education programs.
17. Utilize individualized motivational systems.
18. Design optimum career learning environments.
19. Develop a career education rationale.
20. Design life oriented programs.
21. Recruit career oriented staff.
22. Utilize parent organizations.
23. Monitor economic trends.
24. Plan career oriented instructional facilities.
25. Establish career education priorities.
26. Identify potential drop-outs.
27. Develop long range career education plans.
28. Identify career oriented consultant services.
29. Disseminate local career education activities.
30. Establish career education performance standards.
31. Use pre- and post-assessment techniques.
32. Utilize career oriented materials.
33. Utilize classroom management techniques.

Competencies receiving the higher rating are listed first.

COMPETENCIES RECEIVING 3.0 OR ABOVE VALIDATED BY SECONDARY ADMINISTRATORS

1. Utilize career education in-service training.
2. Utilize individualized motivational systems.
3. Involve teachers in revising instructional programs.
4. Establish student feedback systems.
5. Provide active career education leadership.
6. Practice a career education philosophy.
7. Utilize career oriented materials.
8. Monitor economic trends.
9. Establish career education priorities.
10. Evaluate career education programs.
11. Promote student's acceptance of responsibility.
12. Recruit career oriented staff.
13. Use community people as career education resource personnel.
14. Promote student self-evaluation.
15. Design optimum career learning environments.
16. Write career education goals.
17. Develop interpersonal skills.
18. Utilize career education accountability model.
19. Provide student awareness experiences.
20. Coordinate student placement services.
21. Utilize decision making components.
22. Monitor societal trends.
23. Sell career education to community.
24. Identify school's role in student placement.
25. Identify cooperative education function.
26. Use pre- and post-assessment techniques.
27. Monitor educational trends.
28. Publicize career education in the community.
29. Disseminate local career education activities.
30. Design career education skill programs.
31. Identify area skill center function.
32. Describe career education delivery systems.
33. Identify career education legal aspects.
34. Define career education concept.

Competencies receiving the higher rating are listed first.

COMPETENCIES RECEIVING A 3.0 OR ABOVE VALIDATED FROM ALL TEACHERS, COUNSELORS, AND ADMINISTRATORS

1. Use community people as career education resource personnel.
2. Provide student awareness experiences.
3. Develop interpersonal skills.
4. Utilize career oriented materials.
5. Utilize career education inservice training.
6. Utilize individualized motivational systems.
7. Promote student self-evaluation.
8. Design optimum career learning environments.
9. Involve teachers in revising instructional programs.
10. Practice a career education philosophy.
11. Provide active career education leadership.
12. Establish student feedback systems.

Competencies receiving the higher rating are listed first.

APPENDIX N

SUGGESTED GUIDELINES FOR IMPLEMENTATION OF MODELS

SUGGESTED GUIDELINES FOR IMPLEMENTATION OF MODELS

The following is provided to serve as guidelines for more efficient and effective implementation of the model(s) developed in this publication. These guidelines are recommended to be utilized for both pre-service and in-service career education training programs.

1. Determine local educational goals.

It is the responsibility of the individual educational agency to determine their own specific education goals. These goals should be based on the common goals of the state, e.g., The Common Goals of Michigan Education. Based on the common goals of the state, the local goals should be developed to specifically meet the needs of the respective local community.

2. Determine specific career education objectives.

In an attempt to fulfill the local education goals, each local education agency must determine the objectives which specify the local career education thrust. These objectives must be developed to specifically meet the needs of the community. Career education objectives should be developed using existing state references.

3. Assess applicability of competency statements for the local training need.

Each of the validated competency statements, found in each model, should be evaluated by each local education agency as to their applicability to meeting the locally developed career education objectives.

4. Determine competency statements applicable to local program.

There may be other competency statements that must be determined to adequately meet the local career education objectives. Using the selected competency statements from these training models as a guideline, additional statements from other career education research should be determined and equally evaluated as to applicability to the local career education objectives. Evolving from this process should be a list of competency statements for each respective functional area at the local level.

5. Review examples of performance criteria in the training models.

As the performance criteria for each specific validated competency statement were not validated, each should be evaluated for the applicability to an individual situation. Each performance criteria should be evaluated as to relevance to meeting the specific educational goals at the local level. It is possible that the concept conveyed in some of the suggested performance criteria could be utilized to develop more relevant criteria to meet the needs of the local situation.

6. Determine performance criteria most applicable to the local program.

The performance criteria listed for each competency statement in the training models of this publication were developed to serve as suggestions and thus should be utilized as guidelines for determining additional or altered performance criteria applicable to the local career education objectives. From this process, specific performance criteria should evolve pertaining to the applicable competency statements as outlined in the above steps.

7. Develop training performance objectives to meet local program objectives.

Specific performance objectives should be developed utilizing all the competency statements and related performance criteria selected to meet the local career education objectives. An example of how a specific performance objective can be developed using the competency statement and related performance criteria is illustrated on page eighteen of this publication.

8. Assess career education needs of local personnel.

Each person involved in the training process should be assessed to determine the individual needs utilizing any relevant technique(s) or pre-assessment. The results of this process will assist in individualizing the design of the career education training plan.

9. Design instructional plan based on identified needs.

Based on the individual needs, as identified by the process described in step number eight, an instructional plan should be developed to meet the needs of the stated career education performance objectives be it for in-service or pre-service training of educational personnel. The instructional plan must be designed to have flexibility for individual differences; thus accommodating for the varying rates in which people learn to perform a given competency.

10. Implement training plan.

After the training plan has been developed to meet the needs of each individual involved, it must be implemented according to a plan of action. This plan of action should be the responsibility of the educator in charge of the training process. This person may be the local director of career education, a member of the local administration or an educator from outside the given school system secured for the purpose of implementing a career education training plan at the local level. The manner of implementing this training plan may be in a variety of forms, including: workshops, conferences or course work. The educators involved may require released time to participate in some phases of the training program. The same process would be suggested for the teacher educator in charge of the pre-service teacher education program.

11. Evaluate training program by post assessment of the individuals performance.

After the training program has been completed, the results should be evaluated utilizing any relevant technique(s) of post assessment. The pre-assessment illustrated the variance of each individual educator in meeting the local career education performance objectives. Components of the designed training plan illustrated ways in which these performance objectives were to be met. The post-assessment procedure will illustrate the degree to which the performance objectives were met and provide a basis for altering the pre-service or in-service career education training program.

APPENDIX O

PROJECT STAFF RESUMES

RESUME

NAME: Eugene E. Trotter

PRESENT POSITION: A staff member at The University of Michigan and serving as Co-director of the "Career Education Personnel Model."

EDUCATION:

Ed.D. University of Illinois, Urbana, Illinois.
Major: Vocational-Technical Education.

M.S. Southern Illinois University, Carbondale, Illinois.
Major: Plant Industries and Higher Education.

B.S. Southern Illinois University, Carbondale, Illinois.
Major: Agriculture Education.

PREVIOUS EXPERIENCE:

Assistant Head, Instructional Materials Division, January-April, 1973, Office of Instructional Resources, University of Illinois, Urbana, Illinois.

Instructor of "Methods of Teaching Agriculture Occupations," supervised student teachers, September 1972 - April, 1973, University of Illinois, Urbana, Illinois.

Research Assistant, September, 1970 - September, 1972, University of Illinois, Vocational Agriculture Services.

Instructor of gardening principles (welfare classes) and welding instructor at Wabash Valley Community College, Mt. Carmel, Illinois 62863.

Instructor of agriculture occupations in the Allendale School System, Allendale, Illinois, 1968-1970.

Teaching assistantship under a Ford Foundation Grant, January - July, 1968.

Student laborer on the Southern Illinois University Experimental Farms, 1964-1967.

BEST COPY AVAILABLE

MEMBERSHIPS:

Selected honorary member Alpha Tau Alpha, Illinois Chapter, 1973.
Gamma Sigma Delta
Phi Delta Kappa
American Vocational Association
National Vocational Agriculture Teachers Association
American Association of Teacher Educators of Agriculture
Michigan Occupational Education Association

PUBLICATIONS:

1. VAS Unit No. 6003, "Human Relations in Agriculture Business," with J. H. Herbst, 1970.
2. VAS Unit No. 6004, "Agricultural Business Procedures," with J. H. Herbst, 1971.
3. VAS Unit No. 6005, "The Operation of the Cash Register in Agricultural Business," 1971.
4. VAS Slidefilm No. 391, "Salesmanship in Agricultural Business," with J. H. Herbst, 1970.
5. VAS Slidefilm No. 391, "Human Relations in Agricultural Business," with J. H. Herbst, 1971.
6. VAS Series "Product Knowledge in Agricultural Business," 1972.
7. VAS Series, "A Market for Your Product in Agricultural Business," 1972.
8. VAS Series "Product Competition in Agricultural Business," 1972.
9. VAS Series "Product Display in Agricultural Business," 1972.
10. Trotter, E. E. and Williams, D. L. "A Study of Selected Competencies Performed by Agricultural Occupations Student Teachers During a Summer Experience Program," Research Series in Agricultural Education, University of Illinois, Urbana, Illinois, June 1973.
11. Trotter, E. E. and Williams, D. L. "For More Effective Teacher Education: Use a Competency-Based Plan for the Summer Experience Program." *American Association* of Teacher Educators in *Agricultural Journal*.

BOOKS:

Supervised Experience Placement Record Book in Agricultural Occupations. Co-authored with J. H. Herbst. The Interstate Publishing Company, 1972.

RESUME

NAME: John Turner Odbert

PRESENT POSITION: Assistant Professor of Education and project Co-director of the "Career Education Personnel Model," at The University of Michigan, Ann Arbor, Michigan.

EDUCATION:

Ph.D. The University of Illinois, Champaign, Illinois.
Major: Vocational and Technical Education
Minors: Higher Education, Administration and Supervision.

M.A. The University of Michigan, Ann Arbor, Michigan.
Major: Vocational-Industrial Education.

B.S. Ferris State College, Big Rapids, Michigan.
Major: Trade-Technical Education, Machine Tool Technology.

PREVIOUS EXPERIENCE:

Research-Evaluation Consultant, 1973-Present, Flint Community Schools, Flint, Michigan.

Management Consultant, 1970-1973, Donnelly Mirrors, Inc., Holland, Michigan.

Evaluation Consultant, 1971-1972, State Department of Education, Springfield, Illinois.

Instructor in Management Development, 1971-1972, Parkland College, Champaign, Illinois.

Director, Leadership Development Program Workshop, 1970, The University of Michigan, Ann Arbor, Michigan.

Manager of Training and Development, 1969-1970, Lear Siegler/Instrument Division, Grand Rapids, Michigan.

Manufacturing Engineer, Fabrication, 1966-1969, Lear Siegler/Instrument Division, Grand Rapids, Michigan.

Precision Machinist, 1965-1966, Cross Company, Fraser, Michigan.

MEMBERSHIPS:

American Vocational Association
Michigan Occupational Education Association
Society of Occupational Educators
Phi Delta Kappa

RESUME

NAME: William C. Cortis

PRESENT POSITION: Counselor, Regional Career Technical Center, Ypsilanti, Michigan.

EDUCATION

Ph.D. (Expected 1973-1974), The University of Michigan, Ann Arbor, Michigan. Major: Career Education.

M.S. The University of Michigan, Ann Arbor, Michigan. Major: Counseling Psychology.

M.A. The University of Michigan, Ann Arbor, Michigan. Major: Guidance & Counseling.

B.S.E. Wayne State University, Detroit, Michigan. Major: Engineering Design (Dies).

PREVIOUS EXPERIENCE:

Industrial: Eighteen-years experience (General Motors, Pye Electronics, Lockheed ranging from Engineering Tool Construction and Design to Numerical Control and Tooling Engineering).

Teaching: One-year experience instructing at Atlanta Tech, Georgia, the following subjects: Die Design, Jigs and Fixture Design, Numerical Control--APT, Engineering Drawing, Machine Tool Technology.

Research: Graduate Research Assistant, The University of Michigan, Ann Arbor, Michigan.

RESUME

NAME: Dorothy Rose Gagnier

PRESENT POSITION: Doctoral candidate in Adult and Continuing Education, The University of Michigan, Ann Arbor, Michigan.

EDUCATION:

Ph.D. (Doctoral candidate) The University of Michigan, Ann Arbor, Michigan. Major: Adult and Continuing Education.

M.A. The University of Michigan, Ann Arbor, Michigan. Major: History.

M.A. The University of Michigan, Ann Arbor, Michigan. Major: Education.

B.A. Marygrove College, Detroit, Michigan. Majors: History and Education. Minors: Philosophy, French, English.

PREVIOUS EXPERIENCE:

Teaching Upper Elementary and Junior High Social Studies, American History and English (12 years) in Michigan, Illinois, California, Minnesota.

Upgrading The University of Michigan service workers (Adult Basic Education) Office of Special Programs.

Continuing education internship, Office of Director of Programs, University of Michigan Extension Service.

Research Assistant, Occupational Education Programs, The University of Michigan, Ann Arbor, Michigan.

Research Assistant and member of the Women's Commission, School of Education, The University of Michigan, Ann Arbor, Michigan.

Research Assistant, Dean Wilbur J. Cohen, School of Education, The University of Michigan, Ann Arbor, Michigan.

RESUME

NAME: Gregory Dennis Patton

PRESENT POSITION: Graduate Teaching Assistant in Occupational Education Programs, and full-time student in Occupational Education Ph.D. Program.

EDUCATION:

Ph.D. Currently enrolled at The University of Michigan, Ann Arbor, Michigan. Major: Curriculum and Instruction.

M.A. The University of Michigan, Ann Arbor, Michigan. Major: Occupational Education.

B.S. Eastern Michigan University, Ypsilanti, Michigan. Major: Industrial Education.

PREVIOUS EXPERIENCE:

Research Assistant, The University of Michigan, Occupational Education Programs, 1972-1973.

Substitute Teacher, Prince George's County School System, Maryland, 1969.

PUBLICATIONS:

Contributed to The Community As the Classroom by Martha Irwin and Wilma Russell.

MEMBERSHIPS:

Phi Delta Kappa
American Vocational Association
Michigan Architectural Technology Council
American Industrial Arts Association
Omega Psi Phi

RESUME

NAME: Thomas John Serwell

PRESENT POSITION: Departmental Assistant, Occupational Education Programs, The University of Michigan, Ann Arbor, Michigan, and Residential Advisor, The University of Michigan.

EDUCATION:

Ph.D. (Doctoral Candidate) The University of Michigan, Ann Arbor, Michigan. Major: Occupational Education.

M.A. Trenton State College, Trenton, New Jersey. Major: Industrial Education and Technology.

B.A. Trenton State College, Trenton, New Jersey. Major: Industrial Arts.

PREVIOUS EXPERIENCE:

Research Assistant, Occupational Education Programs, The University of Michigan, Ann Arbor, Michigan, 1972 - 1973.

Project Coordinator of "Working With the Disadvantaged" Workshop, March, 1972.

Departmental Assistant, The University of Michigan, Ann Arbor, Michigan, November 1971 - July 1972.

1st Lt. United States Army, May 1968-February 1971.

Instructor of Fluid Power, Jersey City State College, February 1967 - May 1968.

Counselor/Instructor Newark Manpower Development Skills Center, June 1967 - May 1968.

Teaching Assistant, Trenton State College, Trenton, New Jersey, June 1966 - June 1967.

MEMBERSHIPS:

Phi Delta Kappa, Honorary, Education
Phi Alpha Delta, Honorary, Industrial Education
American Vocational Association

American Industrial Arts Association
National Fluid Power Society
Michigan Industrial Education Society
Michigan Occupational Education Association

RESUME

NAME: Benjamin John Standen

PRESENT POSITION: Dean of Technologies, Lake Michigan College, Benton Harbor, Michigan.

EDUCATION:

Ed.S. Currently Ed.S. student in Vocational Administration, The University of Michigan, Ann Arbor, Michigan.

M.S. The University of Michigan, Ann Arbor, Michigan, Major: Industrial Education.

B.S. Eastern Michigan University, Ypsilanti, Michigan. Major: Industrial Arts. Minor: Mathematics.

PREVIOUS EXPERIENCE:

Assistant Dean for Technologies, Lake Michigan College, July 1969 - July 1973.

Director of Vocational Education, Lake Michigan College, Benton Harbor, Michigan, July 1965 to July 1969.

Coordinator of Apprentice Training, Benton Harbor and St. Joseph High Schools, Benton Harbor and St. Joseph, Michigan, July 1958 to July 1965.

Machine Shop Instructor (half time), St. Joseph High School, St. Joseph, Michigan, and Coordinator of Apprentice Training (half time), Benton Harbor and St. Joseph High Schools, Benton Harbor and St. Joseph, Michigan, August 1956 to July 1958.

Machine Shop Instructor, St. Joseph High School, St. Joseph, Michigan, September 1952 to August 1956.

Industrial Arts Instructor and Director of Adult Education, Tecumseh Public Schools, Tecumseh, Michigan, September 1949 to June 1952.

Industrial Arts Instructor and Coach (Football, Basketball and Baseball), Brown City Schools, Brown City, Michigan, August 1947 to June 1948.

MEMBERSHIPS:

National, Michigan, St. Joseph Benton Harbor Education Association
National and Michigan Council of Local Administrators of Vocational Education
Michigan Vocational Coordinators Association
Michigan Industrial Education Society
American Vocational Association
Iota Lamda Sigma (XI Chapter)
State Vocational-Technical Curriculum Committee (4 years)

RESUME

NAME: Ralph C. Wenrich

PRESENT POSITION: Professor of Vocational Education and Practical Arts, The University of Michigan.

EDUCATION:

M.S. The Pennsylvania State University.

B.S. The Pennsylvania State University.

PREVIOUS EXPERIENCE:

Professor of Vocational Education and Practical Arts, The University of Michigan, Ann Arbor, Michigan, 1950-Present.

Chairman, Department of Vocational Education and Practical Arts, The University of Michigan, 1950-1967.

Additional appointment as Director of Vocational Teacher Education, 1957--.

State Director of Vocational Education and Associate State Superintendent of Public Instruction, State Department of Public Instruction, Lansing, Michigan, 1949-1950.

State Director of Vocational Education and Assistant State Superintendent of Public Instruction, State Department of Public Instruction, Lansing, Michigan, 1946-1949.

Lecturer in Vocational Education, The University of Michigan, Ann Arbor, Michigan, 1946--.

Adviser, Industrial Education, Commonwealth of Pennsylvania, Harrisburg, 1941-1942.

Assistant Professor, The Pennsylvania State University, University Park, 1940-1941.

Director of Vocational and Adult Education, Quakertown Public Schools, Quakertown, Pennsylvania, 1937-1940.

Teacher of industrial arts, Porter Township High School, Reinerton, Pennsylvania, 1932-1937.

Teacher of industrial arts, Quakertown High School, Quakertown, Pennsylvania, 1931-1932.

MEMBERSHIPS:

Kappa Phi Kappa
Iota Lambda Sigma
Phi Delta Kappa
Mu Sigma Pi
Michigan Industrial Education Society
Michigan Education Association
Michigan Council of Vocational Administrators
Michigan Occupational Education Association
Michigan Association of Professors of Educational Administration
Mississippi Valley Industrial Teacher Education Conference
American Vocational Association
National Association of Industrial and Technical Teacher Educators (Honorary Life Member)
American Industrial Arts Association
American Council on Industrial Arts Teacher Education
National Education Association
American Educational Research Association
National Council of Local Administrators of Vocational Education and Practical Arts
American Technical Education Association
American Association of University Professors
National Society for the Study of Education

PUBLICATIONS:

Books

Vocational Education and Practical Arts in the Community School. Co-authored with Harold M. Byram. New York: The Macmillan Company, 1956.

Leadership in Administration of Vocational and Technical Education. (With J. William Wenrich.) Columbus: Charles E. Merrill, January, 1974.

Over fifty publications in educational journals and numerous research publications.

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